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ABSTRACT

This learning module, one of a series of 127 performance-based teacher education learning packages focusing on specific professional competencies of vocational teachers, deals with the task of assisting students in achieving basic reading skills. Addressed in the individual learning experiences included in the module are the following topics: the role of the vocational instructor in developing students' reading skills; creation of an appropriate environment; assessment of students' reading needs and abilities to handle instructional materials using such techniques as the cloze procedure; and techniques and strategies to use in helping students improve reading skills (teaching technical vocabulary, providing practical reading knowledge and tips, using reading games, supplementing reading assignments, individualizing reading help, and providing practice and reinforcement). Each learning experience contains an objective, one or more learning activities, and a feedback activity. The module provides student teachers with an opportunity to examine case studies, develop their own instructional materials, and assist students in developing reading skills in an actual teaching situation. (MN)

ED252701

Assist Students in Achieving Basic Reading Skills

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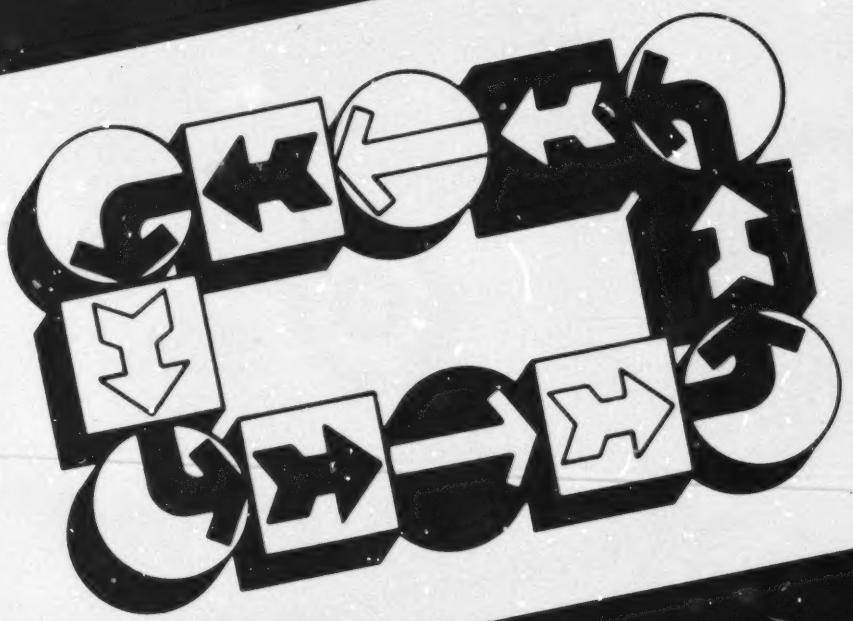

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Category M—Assisting Students in Improving Their Basic Skills—are designed to enable vocational teachers and other occupational trainers to integrate the teaching and reinforcement of basic skills into their regular vocational instruction. The modules are based upon 85 teacher competencies identified as essential for vocational teachers to teach and to reinforce basic communication, computation, and employment skills as part of the ongoing occupational education program.

Many individuals and institutions have contributed to the research, development, testing, and revision of these significant training materials. Appreciation is extended to the following individuals who, as members of the DACUM analysis panel, assisted National Center staff in the identification of the teacher competency statements upon which this category of modules is based: Milton Arnold, Lewis Cain, William Chandler, Jim Frazier, Jackie Marshall, Teresa Paige, Thomas Peterson, Marie Schernitz, and Nancy Underwood.

Field testing of the materials was carried out with the assistance of field-site coordinators, teacher educators, students, directors of staff development, and others at the following institutions: University of Alabama-Birmingham; Albuquerque Technical-Vocational Institute, New Mexico; University of Central Florida; Dupage Area Vocational Education Authority, Wisconsin; Holland College, P.E.I., Canada; Seminole Community College, Florida; University of Southern Maine; and Temple University, Pennsylvania.

Special recognition for major individual roles in the development of these materials is extended to the following National Center Staff: Lucille Campbell-Thrane, Associate Director, Development Division, and James B. Hamilton, Program Director, for leadership and direction of the project; Lois G. Harrington and Michael E. Wonacott, Program Associates, for module quality control; Cheryl M. Lowry, Research Specialist, for developing illustration specifications; Barbara Shea for art work; Adonia Simandjuntak, Graduate Research Associate, for assistance in field-test data summarization; and Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of the materials following field testing.

Special recognition is also extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Donna Pritchett for module layout, design, and final art work, and to George W. Smith, Jr. for supervision of the module production process.

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE
M-1

Assist Students in Achieving Basic Reading Skills

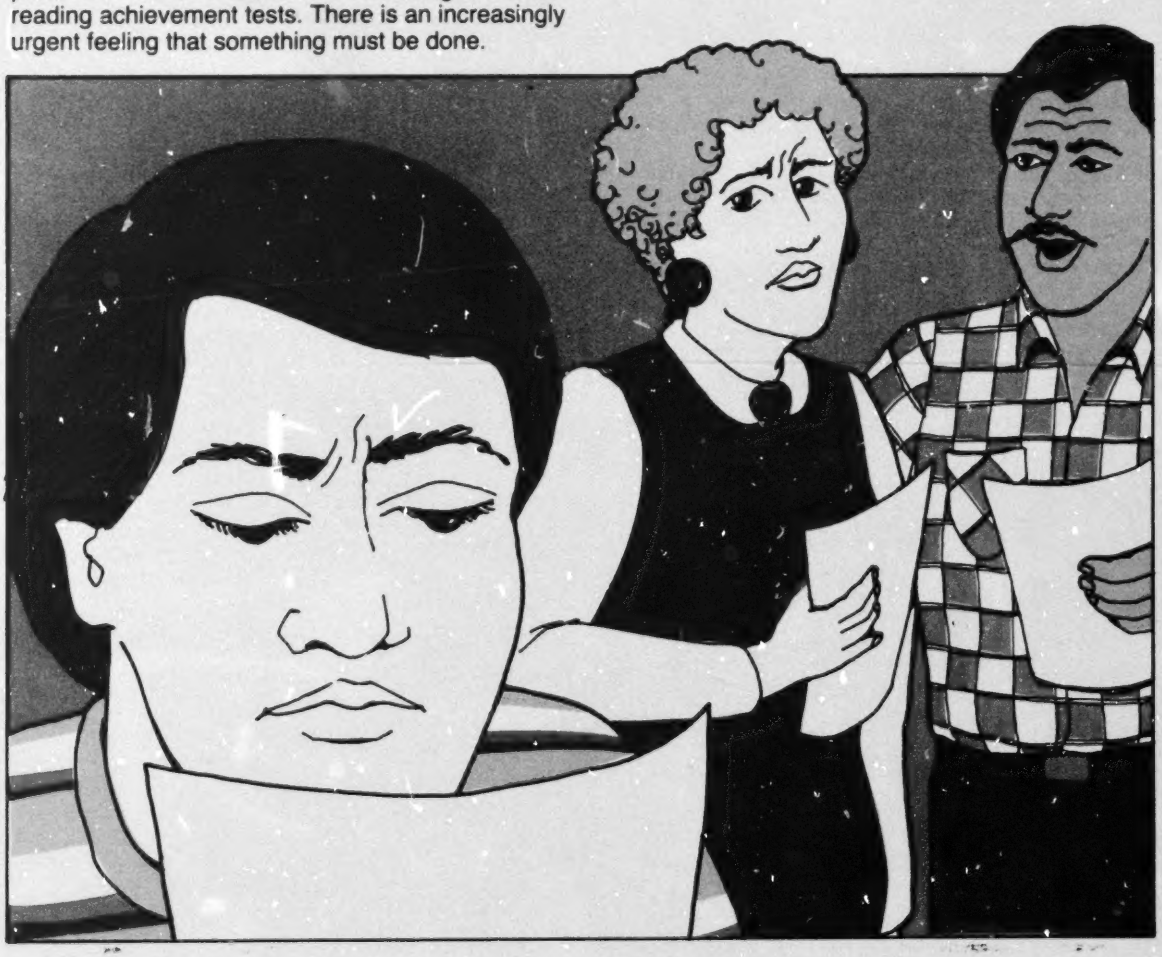
INTRODUCTION

Most workers today need to be able to read in order to survive in the world of work. Can you imagine an occupational area or specific job position in which a worker would **never** have to read in order to perform? Is there a company that never sends out memos, notices, or policies for its employees to read? Can you think of a situation in which any worker would not want to be able to read the voucher accompanying his/her weekly paycheck?

However, not all the students in your vocational-technical program will have the basic reading skills they will need in the world of work. Students' reading skills have become a matter of national concern of late. Educators—general and vocational—and the public alike are concerned over declining scores on reading achievement tests. There is an increasingly urgent feeling that something must be done.

As a vocational-technical teacher, you can assist students in achieving the basic reading skills they will need on the job. You can—and should—ensure that each student leaves your program equipped with **all** the skills he or she will need—both in obtaining employment and in advancing in a career.

This module is designed to give you skill in assisting students in achieving basic reading skills. Its information and practice activities will enable you to (1) create an environment in your own classroom or laboratory that is appropriate for reading, (2) assess individual students' reading needs, and (3) use a variety of strategies and techniques to help individual students gain needed basic reading skills.



ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, assist students in achieving basic reading skills. Your performance will be assessed by your resource person using the Teacher Performance Assessment Form, pp. 45–46 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, critique the performance of the teachers described in given case studies in preparing to assist their students in improving their basic reading skills (*Learning Experience I*).
2. After completing the required reading, develop materials that could be used by students in your own vocational-technical program to improve their basic reading skills (*Learning Experience II*).

Prerequisites

The modules in Category M are **not** designed for the prospective teacher with no prior training and/or experience. They assume that you have achieved a minimal level of **content knowledge** in your occupational specialty and **skill** in the core teacher competencies of instructional planning, execution, and evaluation. They then build on or expand that knowledge and skill level, specifically in terms of assisting students in improving their basic skills.

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

A reading specialist with whom you can discuss basic reading skills.

A copy of the Slosson Oral Reading Test (SORT) that you can review in order to determine its appropriateness for use in your own program.

Reference: Smith, Frank. *Reading Without Nonsense*. New York, NY: Columbia University, Teachers College, Teachers College Press, 1978.

Learning Experience II

Required

A short reading that you could assign to students in a program you are or will be teaching.

Learning Experience III

Required

An actual teaching situation in which you can assist students in achieving basic reading skills.

A resource person to assess your competency in assisting students in achieving basic reading skills.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

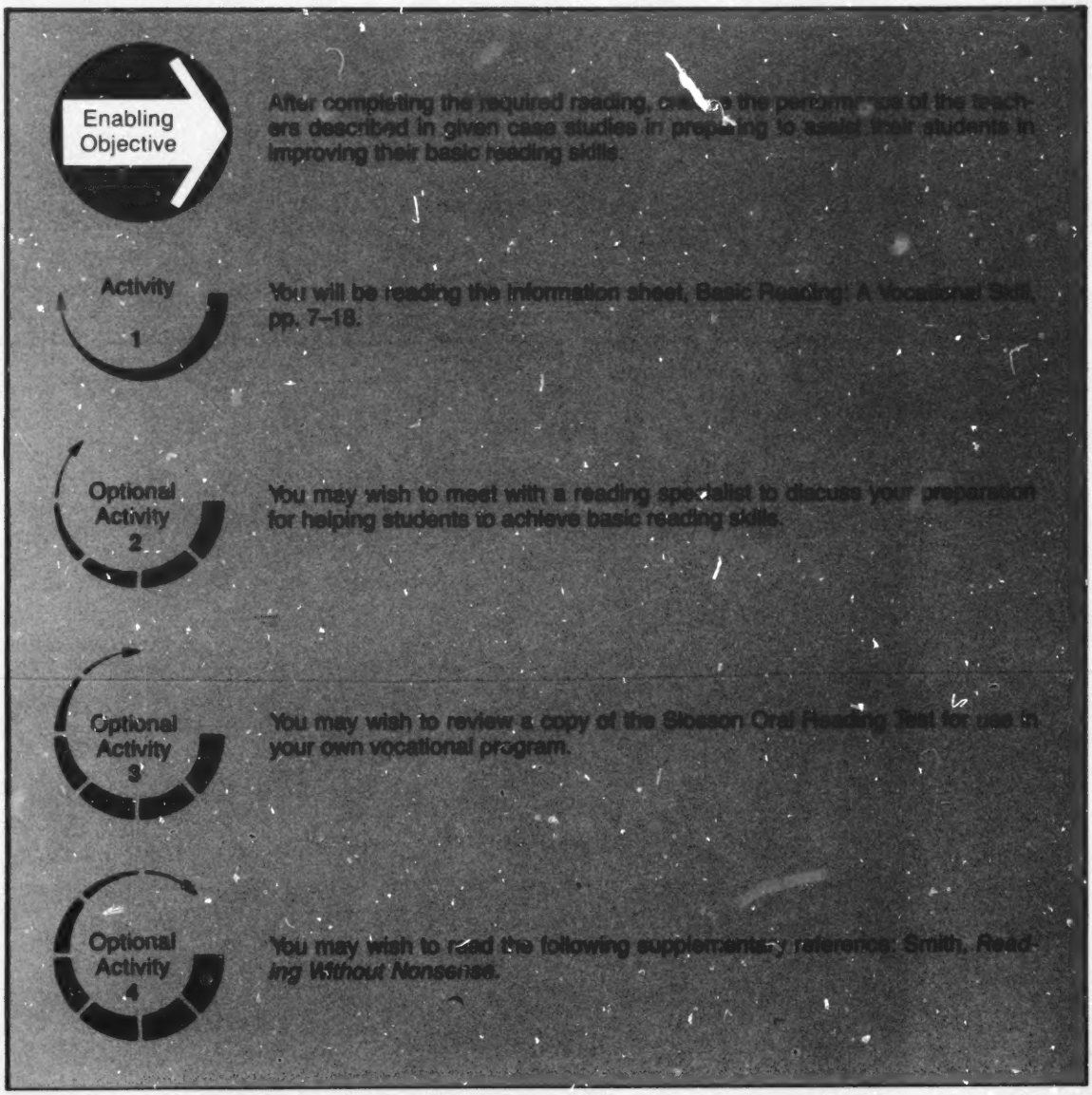
The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW


Enabling Objective
After completing the required reading, evaluate the performance of the teachers described in given case studies in preparing to assist their students in improving their basic reading skills.
Activity 1
You will be reading the information sheet, Basic Reading: A Vocational Skill, pp. 7–18.
Optional Activity 2
You may wish to meet with a reading specialist to discuss your preparation for helping students to achieve basic reading skills.
Optional Activity 3
You may wish to review a copy of the Slosson Oral Reading Test for use in your own vocational program.
Optional Activity 4
You may wish to read the following supplementary reference: Smith, *Reading Without Nonsense*.

You will be reading the Case Studies, pp. 19–20, and critiquing the performance of the teachers described.

You will be evaluating your competency in critiquing the teachers' performance in preparing to assist students in improving their basic reading skills by comparing your completed critiques with the Model Critiques, pp. 21–22.

Activity 1

Reading is one occupational skill that some of your students may lack. For information on your role in assisting students in achieving basic reading skills and steps to take in preparing to fulfill your role, read the following information sheet.

BASIC READING: A VOCATIONAL SKILL

It is unfortunately true that some students today lack basic reading skills—the ability to read and comprehend words (word recognition), sentences, and larger elements such as paragraphs and directions. For whatever reason, even secondary and postsecondary students sometimes cannot read at their grade levels. In fact, it is not uncommon for vocational-technical teachers to discover that some of their students read only at a very low level, sometimes as low as third or fourth grade.

Not all students, of course, read at levels this low. Some students read at higher levels but still do not read as well as they will need to in the world of work. Students who lack the reading skills required in the world of work are at a disadvantage in finding and retaining employment. Thus, students who lack required reading skills become a matter of concern for you, the vocational-technical instructor.

How is this so? Isn't teaching reading the responsibility of teachers in the primary grades? For that matter, isn't the job of improving students' reading skills the responsibility of trained specialists—the remedial reading teacher, for example? The answer to both questions is both yes and no.

Teaching students to read is generally considered to be the responsibility of primary school teachers. The fact remains, however, that some students simply do not acquire basic reading skills in the primary grades. Worrying about whose fault it is does not help those students who lack the basic reading skills they need.

It is also generally agreed that reading remediation is primarily the responsibility of trained specialists. Teaching reading is a field unto itself. It requires a specific set of knowledge, skills, and attitudes, just as your own occupational specialty does.

Yet, in spite of these two considerations, you do have a responsibility, as a vocational-technical instructor, for helping your students acquire the reading skills they will need for entry into the world of work. This is part of your overall responsibility for preparing students for employability.

This overall responsibility is usually defined as providing students with the knowledge, skills, and attitudes they will need for success in the trade or vocation. This set of competencies is often carefully defined and specified in an occupational analysis, which specifies the requirements for entry-level competence in the current, local labor market.

A close look at occupational analyses for your vocational service area—plus common sense and your own personal experience—should make it clear to you that reading is a skill that almost all beginning workers should have. It is hard to imagine an occupational area in which even beginning workers would **never** need to read anything.

For example, a beginning painter, from the very first day on the job, would probably have to read two things: the work order telling what color and kind of paint to use and the label on the paint can. A shipping clerk, even upon job entry, would need to be able to read invoices and the labels on packing crates.

For that matter, any worker should be able to read signs on doors—*EMPLOYEES ONLY*, *NO SMOKING*, or *PRIVATE*, for example—and act accordingly. And, all workers should be able to read their own paychecks and pay vouchers, notices from supervisors or management, or posted safety reminders.

Your Role

You can see, then, that reading is often, if not always, an occupational skill. Helping your students acquire this skill is part of your job. How you fulfill this responsibility will depend, to some extent, on your own situation.

There may be remedial specialists in your school or college who are assigned the major responsibility for providing reading instruction to students who lack basic reading skills. If this is the case, your responsibility will be, in part, to work with the specialist. You can provide this person with relevant technical vocabulary and reading materials. The specialist can use these to ensure that the reading instruction is relevant to each student's occupational area.

Your school or college might, on the other hand, assign the responsibility for reading instruction to other teachers—for example, English teachers. In this case, you would work with them just as you would with a remedial specialist, providing vocabulary and materials for their use.

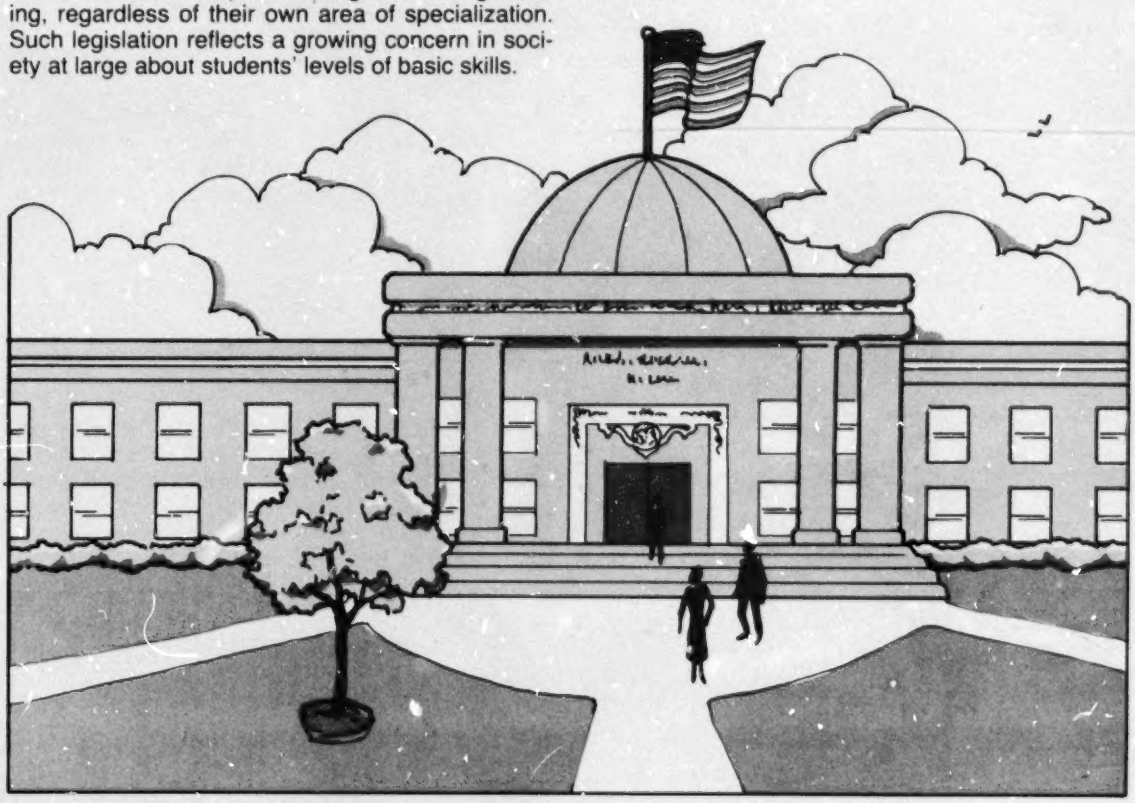
It is possible, however, that there are no remedial specialists in your institution. And, if you are teaching at a postsecondary institution, some of your students may not be enrolled in English classes. In addition, some states have passed legislation requiring that all teachers acquire training in teaching reading, regardless of their own area of specialization. Such legislation reflects a growing concern in society at large about students' levels of basic skills.

All in all, whether you work alone or with others, by state mandate or on your own initiative, there is much you can do to help students achieve basic reading skills. Within your own vocational-technical instruction, you can and should help your students to improve their skill in reading and comprehending words, sentences, and larger written elements.

Before you can provide this help, however, you will need to do some basic preparation, completing two simple steps as follows:

- **Create an appropriate environment.** The environment in your classroom or laboratory should be conducive to reading. You should demonstrate a positive attitude toward reading and motivate your students to improve their basic reading skills.
- **Assess students' reading needs.** You will need to identify the basic reading skills required for entry into the occupation for which your students are training. Then, you can identify students with possible reading problems and assess their individual reading skills, including general reading levels and specific problem areas.

Let's take a closer look at these two steps.



Create an Appropriate Environment

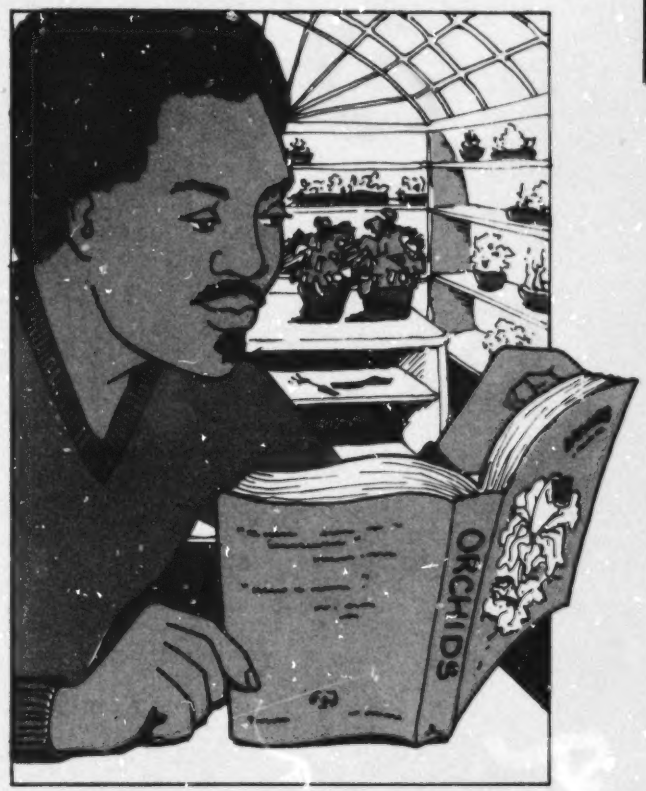
Creating a positive environment is a very important part of your preparation. Many students, especially those with low basic reading skills, may have negative feelings toward reading. Perhaps reading, in their own experience, has never been pleasurable or helpful. Perhaps they found reading instruction in the primary grades boring or irrelevant.

In addition, most of your students are probably adults or young adults. It is often very difficult for an adult to admit to a lack of basic reading skills. You can probably imagine how embarrassing it could be **not** to be able to read well when it seems that everyone else around you can. For this reason, your students may be very sensitive about the idea of improving their basic reading skills.

You can, first, make students aware of the role reading will play on the job. Students who say such things as "I don't need to read just to work on cars!" very likely just don't know any better. You can easily educate them simply by telling them about the kinds of materials they **will** need to read: trouble-shooting and repair manuals, specification sheets, work orders, schematic diagrams, menus and recipes, patients' records, catalogs, children's books, or whatever pertains to your service area.

It could be very effective to bring into your classroom or lab someone who currently works in the occupational area and who could talk to students about the importance of reading in their work. While students might take the attitude that you, who are "just a teacher," really don't know what it's all about, they won't be able to say this of a successful worker from a local business or industry.

You should also acquaint students with the fact that many supervisors and employers see basic reading skills as an occupational asset. Students need to know that reading is not something done only for teachers. Once they have finished your program, they will not have finished with reading. Basic reading skills may well be a prerequisite for advancement in students' chosen careers. Thus, the need for basic reading skills, and the benefits of having them, will continue throughout their lives.



You can also motivate your students by using their special vocational interests. Imagine, for example, a floriculture student who is particularly interested in growing orchids. An excellent way to motivate this student to improve basic reading skills would be to provide materials (e.g., books, articles, and pamphlets) on orchids.

This student's special interest in orchids might be all that he or she needs to take that first step in improving basic reading skills. The student can discover that, with basic reading skills, a wealth of information on orchids—or any other special interest—is just waiting to be tapped.

Assess Students' Reading Needs

In preparing to help students to improve their basic reading skills, you will also need to assess their individual reading needs. There are three major things to consider here. First, you will need to know what basic reading skills are required for entry into the occupations for which students are training.

Second, with basic reading requirements in mind, you should identify students with possible reading problems and carefully assess those individual problems, so that you can plan to provide the kind of help that each student needs.

Finally, you will need to know whether students will be able to handle your instructional materials. For students whose reading problems prevent them from learning from course materials in their present form, you will need either to adapt the materials to the students' skills or to assist the students in using the materials.

Occupational Requirements

You will need first to determine what basic reading skills your students will need in the occupations they hope to enter. To identify these requirements, you could begin by reviewing an occupational analysis or competency profile for each student's chosen career goal. You should examine each task or competency statement to determine whether skill in reading is required in performing the task.

You may find task statements in which reading skills are explicitly described. In a competency profile for the occupation of shipping clerk, for example, you might find the task statement, *Read freight invoices.* You should make a note of these task statements as you identify them.

In other cases, it will be necessary to use your judgment and personal experience to determine whether individual tasks require the use of basic reading skills. As you review each task or competency statement, you can ask yourself one simple question: Does the worker need to read in order to perform this task?

For instance, students in a restaurant management program may need to achieve competency in the task, *Inventory existing stock of food and supplies.* Would this task require reading? Think about how a worker would conduct such an inventory.

In all probability, the worker would use an inventory form (a list of food and supplies ordinarily kept on hand) and check to see if the items listed are in stock. This would require **reading**—both the words on the form and the words on the labels on boxes, cans, and containers in the storeroom. Thus, performing this task would require one of the basic reading skills: word recognition.

Other tasks or competencies might require skill in reading and comprehending sentences, paragraphs, or directions. Workers in many areas have to read and understand work orders, job sheets, operation manuals, or customer correspondence. Other workers must read such items as recipes, menus, written doctors' orders, reference manuals, catalogs, or wholesalers' sales and service policies.

You should also review your own personal experience as a practitioner in the specialty area. You can probably identify most of the reading required on the job through reviewing occupational analyses. But is there, in your experience, other reading that workers are **likely** to have to do in their prospective job settings?

For example, in the occupations students are training for, are they likely to encounter such things as written notes from supervisors about their day's work assignments? Will there be safety signs and reminders that students will need to read and understand (e.g., *DANGER, TURN POWER OFF BEFORE UNPLUGGING MACHINE,* or *SAFETY GLASSES AND HARD HATS REQUIRED*).

As you determine students' occupational reading requirements, you should remember that not all students will necessarily need to meet the same requirements. Different students may have different career goals and, consequently, may be training to achieve different sets of occupational competencies. If this is the case in your class, you should consider how differences in goals will affect individual reading requirements.

Your goal and responsibility, of course, is to help your students to achieve the basic reading skills they will **need** for entry into the world of work. If they need only to be able to read and comprehend words, your **obligation** could end there.

On the other hand, you should always be willing to help your students to achieve the basic reading skills they **want.** If students want to go beyond minimal occupational requirements, you should, by all means, provide them with the opportunity to do so. Certainly you should never discourage a student's desire to go beyond the bare minimum.

Individual Assessment

With occupational reading requirements in mind, then, you should be on the lookout for students who fall short of those requirements. This doesn't mean that you should interrupt your teaching to give everyone a reading test. Rather, you need to observe students' performance in the classroom, looking for behaviors that indicate that a student may be having trouble with the kinds of reading he or she will need to do on the job.

For example, depending on occupational requirements, the following might signal that a student needs help:

- Inability or reluctance to read aloud
- Failure to complete assignments that require reading
- Inability to spell or write
- Inability to follow written directions
- Inability to read the chalkboard, bulletin board, posters, etc.
- Inability to locate information in a manual or catalog
- Inability to extract information from a chart

You don't have to set up special observation situations. In fact, this would probably intimidate students, and they might not perform as well as they are actually able to. It will be sufficient just to be on the lookout for these signs as you interact with students during the course of normal instruction.

You should, of course, make some record of your observations—a brief note or two describing what you have observed—as soon as you can do so conveniently and unobtrusively. You don't need to keep formal, detailed records; you do need to document your observations so that you don't have to rely on your memory.

When you have identified a student with possible reading problems, you should conduct a careful assessment of that student's reading proficiency. You need to determine, first of all, whether the student really does have reading problems. If there is a problem, your assessment will help you determine the extent of the problem, so that you can plan to offer the student the help he or she needs.

One approach to assessment is to use the results of **standardized reading achievement tests,** which many institutions routinely administer to students at regular intervals. The results of these tests can generally be found in students' cumulative records.

You should consult counselors in your school or college for help in interpreting and understanding information in the cumulative records. You may not be familiar with the scoring systems used in standardized reading tests. Counselors have the expertise to assist you in accurately interpreting this and other information in the records.

You may, for example, find anecdotal comments about students' reading skills in the records. Such comments might tell you a lot about a student, but they do have some limitations. First, the teacher who made the comments may not have been completely objective. Teachers, like everyone, are human and may at times let their feelings color their perceptions of students. Furthermore, some classroom teachers may not have had the expertise in reading assessment to form an accurate judgment of a student's basic reading skills. Their comments, thus, may be objective but not accurate.

You should also consider whether the information in the records is up to date. A comment about a student's reading skills in the fourth grade is no longer pertinent six or eight years later. It is quite possible that the student's basic reading skills have improved considerably in the intervening time.

Standardized reading test results should sometimes be treated with caution. This may be especially true for students with limited English proficiency or for those who are members of racial/ethnic minority groups. Many experts criticize standardized tests on the grounds of bias, claiming that these tests are valid only for students who come from a particular background—white, middle-class, English-speaking, and American-born. Your school or college counselors should, again, be able to point out the possibility of such bias in the test results you find in students' records.

In addition, you must avoid prejudging students based on information you find in records. Low achievement in the past does not necessarily mean low achievement in the present. If you stereotype a student, assuming that earlier low achievement will continue, you may be setting up a self-fulfilling prophecy: you expect the student to fail, treat the student as though he/she will fail, and the expectation becomes a reality.

Finally, information in students' records may not be pertinent to your program. Depending on your service area and an individual student's occupational goals, that student's ability to read academic texts may have limited relevance to his or her ability to do the required occupational reading—perhaps using a technical manual, reading a recipe, following directions on a can label, or reading a blueprint. Research is beginning to show that vocational reading can be quite different from academic reading. Thus, you should be cautious about putting too much emphasis on nonvocational reading measures.

If you do use existing scores, remember that the information you find in students' records should be kept in the strictest confidence. You should share this information only with appropriate personnel in accordance with your institution's policy and right-to-know regulations.

If you do not find existing information on the reading proficiency of individual students, you should find out whether, in your school or college, **individual reading assessment** is considered to be the responsibility of teachers or of specialists—counselors, reading teachers, or English teachers, for example.

If a specialist is charged with the responsibility for assessment, you should share with that person your observations concerning your students, indicating those with possible reading problems. The specialist can then perform the required assessment, sharing and explaining the results with you. At that time, the specialist may also have specific suggestions for helping students in achieving the basic reading skills they will need.

If you must conduct your own assessments, you should focus on the three areas of basic reading skills (reading and understanding words, sentences, and larger elements). You should conduct your assessment in a nonthreatening manner. Students should know that they are not being graded and that this is not a pass/fail situation. Students should not feel that they are being singled out because they lack skill, but rather that you are acting positively, on their behalf, to offer them help.

A good assessment technique to use is to administer **word recognition and comprehension exercises** to your students. You can devise your own exercises, using technical vocabulary from your own occupational specialty. You could also check with other qualified personnel in your school or college.

Counselors, reading specialists, and English teachers, for example, may be able to identify or supply you with vocabulary exercises and comprehension exercises (sentences, paragraphs, and directions). Finally, there are comprehension exercises available from many commercial publishers that you could obtain and administer to your students.

Sample 1 shows a word recognition exercise. The exercise in the sample was prepared for students in a woodworking and cabinetmaking program. All the vocabulary in the exercise is simple and basic. The point of the assessment is not to stump students, but rather to find out what they can read. You would administer an exercise such as this by giving a student a copy of it and having him/her read the words aloud to you. You would then make a note—perhaps on another copy of the exercise—of whether the student read each word correctly or incorrectly.

SAMPLE 1

WORD RECOGNITION EXERCISE

Name _____

Date _____

vise	band	coarse
clamp	crosscut	angle
glue	rip	trim
grain	peg	screwdriver
saw	dowel	nail
hammer	butt	joint
sandpaper	desk	brace
oak	leg	chair
plane	stain	birch
router	brush	warp
lathe	drawer	punch
drill	cabinet	set
bit	door	plywood
blade	maple	veneer
tooth	board	stock
square	knot	bore
table	miter	cherry
pine	surface	thinner
screw	fine	paint

Sample 2 illustrates a comprehension exercise—one designed for students in a retail merchandising program. The exercise consists of a short narrative, using simple technical vocabulary and sentences. The student reads the paragraph and answers the simple questions after it. The student's responses show whether he/she comprehended the narrative. Again, the purpose of the exercise is not to ask complicated or trick questions about the narrative. You should, instead, ask questions that focus on the main points of the narrative to determine whether the student understands the passage.

Sample 3 is an exercise to test for comprehension of written directions—in this case for a simple task in office occupations. If you develop your own exercises for comprehension of directions, you should ensure that the task outlined in the directions is simple, requiring only technical vocabulary that students already know.

Furthermore, the task should be absolutely free of danger. Since some students may not follow the directions correctly, there should be no chance that they could injure themselves—in trying to use a piece of equipment, for example. Also, the task should not involve the use of expensive equipment that could be damaged through misuse or the use of consumables that would be expensive to replace.

To administer an exercise such as the one in sample 3, you would give a student a copy of the exercise and observe him/her carrying out the directions given. You should watch carefully as the student carries out each step, noting whether he/she does so correctly or incorrectly.

You will note that there are no **directions** to the student on either the word recognition exercise or the first comprehension exercise. Ordinarily, of course, directions are always included so that students know exactly what is expected of them. In these cases, however, you should give oral directions on what to do. All that you want to do in the first two exercises is determine students' skill in reading and comprehending words, sentences, and paragraphs. You should not, therefore, make their success in these tasks dependent on their skill in reading and comprehending directions.

On the other hand, directions to the student are appropriate in the exercise for comprehension of written directions, since that is the purpose of the exercise. Your directions should, of course, be clear and simple, telling students exactly what they are supposed to do with the sheet of paper.

Ability to Handle Instructional Materials

Up to now, we have been talking about assessing students' ability to do on-the-job reading. But that's not all there is to a student's reading needs. Getting the course content across to students usually involves some reading—often a textbook; perhaps technical manuals, operation sheets, or other written materials. You need to know whether your students can handle your instructional materials. And if you find that some students can't you will need to decide how to help them so that reading difficulties don't prevent them from learning what they need to know.

One way to assess students' ability to handle your instructional materials is to **compare reading levels**—those of your students with those of your materials. Reading levels are generally expressed in grade levels (e.g., he/she reads at the fifth-grade level; the book is written at the seventh-grade level).

To determine **students' reading levels,** you can use existing records of recent reading test scores, have a counselor or reading specialist administer a reading test, or administer a reading test yourself.

An easy way to determine students' general reading levels is to use the Slosson Oral Reading Test (SORT). The SORT is based on students' ability to correctly read aloud words at different levels of difficulty. The SORT consists entirely of lists of words, starting with simple words at the first-grade level and progressing to more and more difficult words at advanced grade levels. The SORT is administered to students individually and can be used at intervals to measure student progress. You may be able to obtain a copy of the SORT from a counselor or reading specialist in your school or college.

SAMPLE 2

SENTENCE/PARAGRAPH COMPREHENSION EXERCISE

The Torn Shirt

"Excuse me, do you work here?" asked the young man.

"Yes, sir. Can I help you?" replied the clerk.

"Well, I bought this shirt yesterday," said the man, putting a bag on the counter. "And when I tried it on this morning, I noticed that there's a big rip in the sleeve. I would like to exchange it for another one."

"Of course, sir. We have a lot of these shirts on the rack over there. Would you go and pick out one to replace the torn one?" While the customer was looking through the rack, the clerk started filling out the exchange form.

"I see that you don't have any more in the same color," said the customer, returning to the counter. "I really like this blue one, however. Is there any way I could get another blue one?"

"If you have just a minute, sir, I can check the stockroom," said the clerk. The customer nodded, so the clerk picked up the phone and called the stockroom to ask about the availability of blue shirts.

1. The day when the customer bought the shirt was _____
2. The shirt had a big rip in the _____
3. There were more shirts of the same kind on the _____
4. While the customer looked for another shirt, the clerk filled out the _____
5. The customer wanted to get another _____ shirt.
6. The clerk picked up the phone to call the _____

SAMPLE 3

DIRECTIONS COMPREHENSION EXERCISE

Folding a Business Letter

Directions: Follow the steps listed below to fold a business letter to fit into a standard business envelope.

Step 1: Place the letter on the desk in front of you with the typed side up and the bottom of the page closest to you.

Step 2: Fold the bottom of the page so that the bottom edge is about 3⅓ inches from the top edge.

Step 3: Fold the top of the page down so that the top edge is about ½ inch from the folded bottom edge.

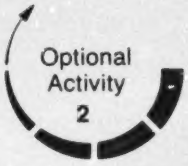
To determine the **reading level of your materials,** you can apply one of the many available readability formulas, such as the Flesch Reading Ease Formula or those developed by George Spache and by Edgar Dale and Jeanne S. Chall.[1]

When you have determined the two reading levels, you can compare them. If a student reads at the fourth-grade level and your material is written at the eighth-grade level, for example, you can predict that the student will have trouble reading the material. Then you will need to decide how best to deal with the problem—whether to substitute simpler material, adapt the material, supplement the material with visuals, offer individual help as needed, or use other strategies.

1. To gain skill in using the Flesch Reading Ease Formula, you may wish to refer to Module B-5, *Select Student Instructional Materials.*

However, comparing reading levels is not the only way to determine students' ability to handle your materials. Another method, the **cloze procedure,** does not deal with reading levels at all. Proponents of the cloze procedure feel that it is very well suited to vocational-technical materials because of the typical structure and vocabulary requirements of such materials.

The cloze procedure allows you to test students directly on the reading materials in question. Basically, a cloze test involves selecting a passage of text and deleting every fifth word. The student is then asked to supply the missing words. A simplification of the cloze procedure appears in sample 4.



You may wish to meet with a reading specialist to discuss how you can prepare yourself to help students to achieve basic reading skills. If your own school or college has a reading specialist, you could focus your discussion on the services and resources the reading specialist can offer to assist you in your preparation.

You may wish to review a copy of the Slosson Oral Reading Test (SORT) to determine its appropriateness for use in your own vocational program. You may be able to obtain a copy of the SORT from your resource person; from a reading counselor, reading specialist, or English teacher in your own institution; or from a reading specialist at a local college or university. You can also obtain a copy of the SORT by writing to Slosson Educational Publications, Inc., P.O. Box 280, East Aurora, NY 14052.

To learn more about the process of reading, you may wish to read the following supplementary reference: Smith, *Reading Without Nonsense.* This book, which is written in a very readable, nontechnical style, examines the process of reading, using an interesting and common-sense approach. It also presents the author's view of how we learn to read.

The book is primarily concerned with how children learn to read. However, its contents are applicable to people of any age who are learning to read or who are working to improve their basic reading skills.

SAMPLE 4

USING THE CLOZE PROCEDURE

Follow these rules and steps in using the cloze procedure.

A. **Selecting Samples**

1. Select three passages, which students have not read, from different parts of your material.
2. Do not start in one major section of the material and end in another.
3. Choose passages that do not contain many numerals or mathematical symbols.

B. **Deleting Words**

1. Leave the first sentence intact. Thereafter, delete every fifth word until you have deleted 50 words. Then leave the last sentence intact.
2. Count as a word anything set off with spaces before and after. For hyphenated words, count the parts of the word separately if both parts can stand alone as words (e.g., *self-image*). Count the parts as one word if one part can't stand alone (e.g., *co-worker*).
3. Count a number (e.g., *1,260*) as one word.
4. Don't delete punctuation surrounding the deleted word. Don't delete hyphens. Do delete apostrophes in deleted words.

C. **Preparing the Test**

1. Type the passages, with the instructions shown in the following example. Replace each deleted word with a 15-space underline.
2. Leave a space before and after each blank. Leave no space between a blank and the punctuation that follows it (or the hyphen that precedes it).
3. Type the passages double-spaced or space-and-a-half. Follow original paragraph indentations and margins.

D. **Giving the Test**

1. Read the instructions shown in the example aloud while the students read them silently. (After students have had experience with these tests, this usually becomes unnecessary.)
2. Have students read the passage through one time and then start guessing at the missing words and filling in the blanks the second time through.
3. Don't put a time limit on the test.

E. **Scoring the Test**

1. Score the number of correct responses in each passage. Score a response as correct only when it exactly matches the deleted word.
2. Score responses as correct if they have minor spelling errors, as long as they are otherwise correct.
3. Score responses as incorrect if plural or tense endings are wrong (e.g., *job* for *jobs*, *work* for *worked*).

F. **Evaluation of Scores**

1. There are various ways to evaluate cloze scores. The simplest, for your purposes, is the following:

• 70% and above	**Independent reader**—The student has no difficulties with comprehension; can handle the materials without special assistance.
• 40% to 70%	**Instructional level**—The student reads with about 75 percent comprehension; may need assistance occasionally.
• 40% and below	**Frustration level**—The student comprehends less than half the content; needs major help or different materials.

2. If a student's scores on the three samples are very different, it may indicate that the material varies considerably in difficulty. In that case, you will need to be alert to trouble spots in the material and offer help as needed.

The following shows an example of test instructions and a sample test.

Instructions

At the bottom of this page is a sample of a new kind of test. Each of these tests is made by copying a few paragraphs from a book. Every fifth word was left out of the paragraphs, and blank spaces were put where the words were taken out.

Your job will be to guess what word was left out of each space and to write that word in that space.

It will help you in taking the test if you remember these things:

Write only one word in each blank.
Try to fill every blank. Don't be afraid to guess.
You may skip hard blanks and come back to them when you have finished.
Wrong spelling will not count against you if I can tell what word you meant.
Most of the blanks can be answered with ordinary words, but a few will be—

- numbers like *3,427* or *$12* or *1954*
- contractions like *can't* or *weren't*
- abbreviations like *Mrs.* or *U.S.A.*
- parts of hyphenated words like *self-* in the word *self-made*

Sample Test

Below is a sample of one of these tests. Fill each blank with the word you think was taken out. You may check your paper when you finish it by looking at the answers that are written upside down at the bottom of the page. Write neatly.

The Beaver

Indians call beavers the "little men of the woods." But they _____ really so very little. _____ beavers grow to be _____ or four feet long _____ weigh from 30 to _____ pounds. These "little men _____ the woods" are very busy _____ of the time. That _____ why we sometimes say, "_____ busy as a beaver."

_____ know how to build _____ that can hold water. _____ use their two front _____ to do some of _____ work. Cutting down a _____ with their four sharp-_____ teeth is easy. A _____ can cut down a _____ four inches thick in _____ 15 minutes.

Answers: (1) aren't; (2) Most; (3) three; (4) and; (5) 40; (6) of; (7) most; (8) is; (9) as; (10) Beavers; (11) dams; (12) They; (13) paws; (14) their; (15) tree; (16) pointed; (17) beaver; (18) tree; (19) about

The following case studies describe how two vocational teachers prepared to assist their students in improving their basic reading skills. Read each case study and then **critique in writing** the performance of the teacher described, explaining (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have prepared to assist students in improving their basic reading skills.

CASE STUDIES

Case Study 1:

Mrs. Bell looked up as Bob Smith approached her desk. She had asked Bob to stop by after class so she could talk to him about his reading problems. It was very early in the program, and she wanted to straighten these problems out as soon as possible so Bob could have a productive year.

"Hi, Bob. Here, sit down. I wanted to talk to you about your reading. It looks like you're going to have to improve if you want to be able to get a job at the end of this program. You don't seem to read very well."

Bob sat silent. Mrs. Bell waited for a minute to see if he would say anything; then she went on. "You know, Bob, there is a lot of reading that you will need to be able to do, even when you first get a job. There'll be operation manuals for machinery, job sheets, and lots of other written materials that you'll be expected to read."

"I didn't know that, Mrs. Bell," Bob replied, looking glum. Are you sure I'll have to read all that stuff?"

"You probably will. Workers usually do. I'll tell you what—don't you know Hank Stevens? He graduated from this program last year, and he's been working for some time now. Here's his phone number. Why don't you give him a call and talk to him about it? You're going to be looking for the same kind of job that he has."

"Okay, I could do that. I know Hank. He's on my softball team. I'll give him a ring."

"Good. Oh, one more thing. Do you read *Tradeweek*? There was a really good article in last month's issue about job possibilities in the Southwest. Don't I remember that you'd like to move to Arizona after you finish school? It seems there's a real need for workers in our field in that area."

"Oh, yeah?" Bob's eyes lit up. "Can I get the magazine from you? Maybe I'll look through that article."

"Sure. It's on the reading shelf by the window. Help yourself."

"Hey, thanks a lot, Mrs. Bell. I'll have to try to remember to look through *Tradeweek* when I have time."

Case Study 2:

Mr. Lister laid down the competency profile and rubbed his eyes. He had spent his whole planning period going over the profile looking for tasks that required reading, and he had found several. He had found some statements in which reading was specifically mentioned and others in which reading was not stated but would, in fact, be required in order to complete the task.

Mr. Lister had actually been working for several days identifying occupational reading requirements, as reflected in this one profile. He figured that it would be well worth the trouble, since this profile described entry-level competencies needed by **most** of the students in his program. Of course, some of his students would need somewhat different competencies because of their different career goals. But Mr. Lister felt that this one profile probably covered most of those skills.

Mr. Lister picked up his notes from an interview he had had earlier in the week with the school counselor. He had gone to see the counselor to get some information about several students who appeared to be having reading problems. None of these students seemed able to spell well, to follow written directions properly, or to complete reading assignments. This had tipped him off to the possibility of reading problems.

Reviewing his notes, he noticed that a former teacher of one of his students had made the comment a few years ago that the student's "negative attitude toward learning in general was reflected in very low reading skills." That sure indicated a problem he'd need to watch for.

He also noticed in his notes that there were some test scores that he didn't understand; he had forgotten to ask the counselor to explain them. He decided to check the counselor's office to get an explanation of these scores.

He left his papers spread out on the table for a minute while he went to talk to the counselor.

Compare your written critiques of the teachers' performance with the model critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

Case Study 1:

Overall, Mrs. Bell did a pretty good job of creating an appropriate environment in order to help Bob Smith improve his basic reading skills. Most of her approach was, in fact, quite good; however, she did start off on the wrong foot.

Her major mistake occurred at the very beginning of her talk with Bob. She approached the idea of his improving his basic reading skills in a rather negative tone. She started right off by saying that Bob would have to improve because he didn't read very well. Judging from Bob's reaction—complete silence—we could probably assume that he was, perhaps, sensitive or embarrassed about his poor reading skills.

Mrs. Bell was able to save the situation, however. She did well to talk to Bob about the need for reading in the world of work. As it turned out, he seemed to have been unaware that he would have to do any reading on the job. Learning that he would very likely have to do some reading as a worker, he became somewhat more motivated to improve his basic reading skills.

Mrs. Bell also did well to suggest that Bob talk to a worker currently employed in the field. She apparently had done her homework well, because she knew of a friend of Bob's with whom he could talk and whose word Bob would probably be willing to trust. Bob's positive reaction to her suggestion was another step in the right direction for him.

Finally, telling him about the magazine article on employment in the Southwest was sheer inspiration. Knowing that Bob wanted to move to Arizona after graduating, Mrs. Bell was able to use this special interest of his to get him started, once again, on the road to improvement.

In talking about the article, she also managed to show Bob that she herself read, demonstrating a positive attitude toward reading in general. Furthermore, from the fact that the magazine was on a reading shelf by the window, we could infer that a reading area was set aside in her room and that it was probably cheerful, well lit, and well ventilated. Bob's interest in the article showed the soundness of her approach.

All in all, then, Mrs. Bell's approach was positive and appropriate. She might have lost Bob at the very beginning by embarrassing him, but she was able to overcome that shaky beginning and to motivate Bob, at least a little, to improve his basic reading skills.

Case Study 2:

Mr. Lister's performance in assessing individual students' reading needs was mixed. He seemed to be well motivated and working conscientiously, but he made a couple of mistakes that could have serious consequences for his plans to assist students in improving their basic reading skills.

To start with one of the good points, Mr. Lister had apparently put in a lot of work identifying occupational reading requirements by reviewing a competency profile for entry-level workers. He had identified explicit and implicit reading tasks related to the competencies listed on the profile. He was certainly correct in thinking that his hard work was well worth the effort—it was.

He made a major mistake, however, in assuming that this single competency profile was appropriate for all students, even those training to achieve somewhat different competencies. The reading requirements that he identified using this profile applied only to students training to achieve those particular competencies. The other competencies that other students needed might require no basic reading skills or different basic reading skills.

He also forgot to consider his own personal experience as a practitioner in the field. If he had thought about his own work experience, he might have identified other reading tasks that workers in the area might be expected to do (e.g., notes from a supervisor, safety signs). His competency profile may not have identified **all** the likely occupational reading requirements.

Mr. Lister's review of students' cumulative records was also part good, part bad. He did well to go to the counselor to get information about students that he had identified as having possible reading problems. It was also good that he intended to ask for an explanation of test scores that he didn't understand. He was conscientious in his efforts to obtain the information he needed concerning his students' basic reading skills.

Those efforts were somewhat misguided, however. First, he should have been more skeptical about the anecdotal comment, made by one student's former teacher, about the student's "negative attitude toward learning in general." This comment may have been perfectly objective and valid. On the other hand, it could also have been subjective; it's difficult to know since the comment is not supported by any details.

Furthermore, even if the comment was entirely objective and accurate, it was not very recent and it was too vague to tell him very much about the student's reading skills. While Mr. Lister had the right idea in seeking more information about the student's reading skills, a reading specialist—or, at least, the comments of more recent teachers—would be a better source.

Finally, Mr. Lister made a serious error in leaving his papers spread out on the table when he left the room. Information from students' cumulative records should have been kept confidential, in order to safeguard students' legal rights to privacy of information. Notes spread out on a table in plain view of anyone passing by are hardly private or confidential.

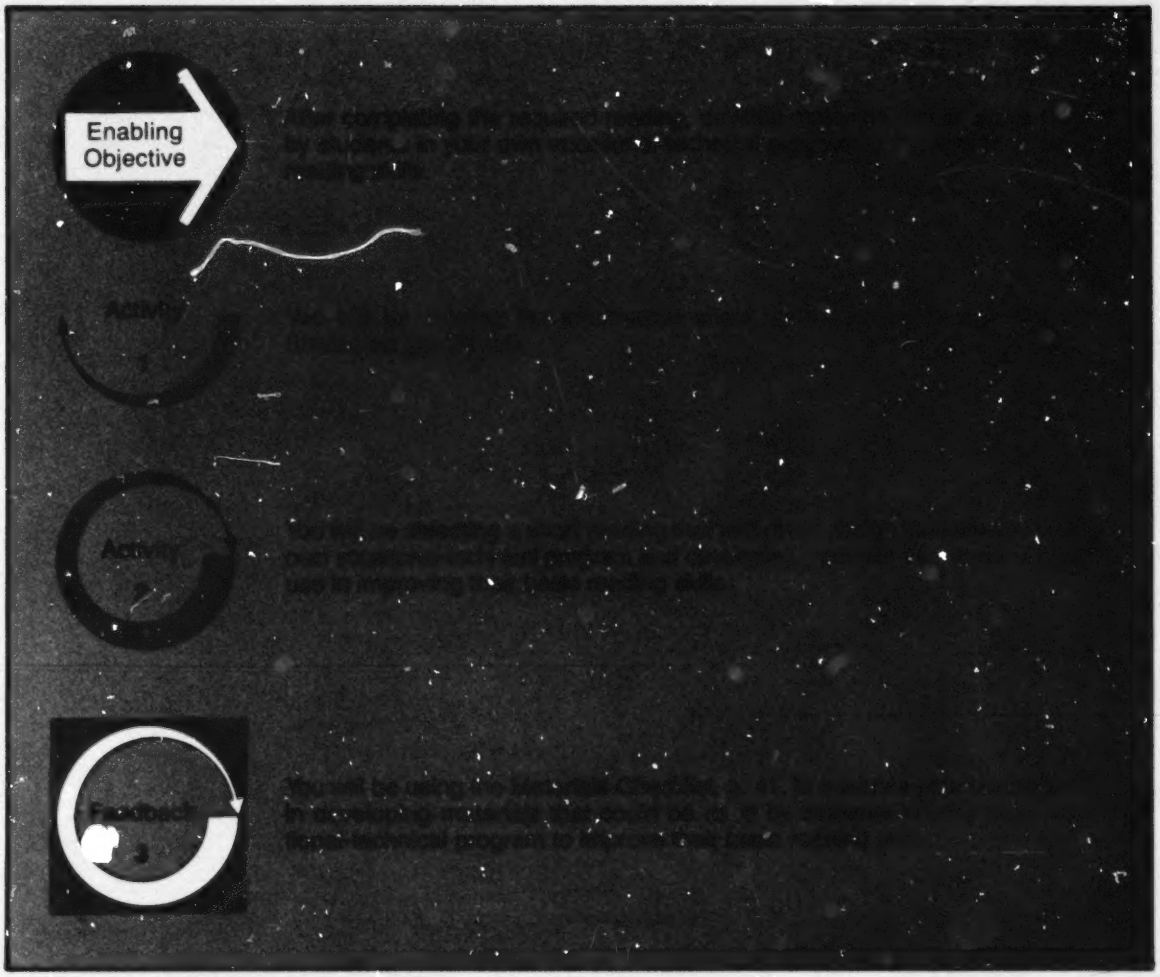
To sum up, Mr. Lister should have remembered that each student's occupational reading requirements depend on the specific competencies that student is seeking to attain. He should also have remembered to review his own personal experience to identify other likely reading requirements for workers in the area.

Mr. Lister should have put less faith in other teachers' anecdotal comments and should have been more careful about how he treated the information from students' cumulative records. If he remembered to do these things, his own motivation and conscientiousness would serve him well in assessing students' individual reading needs.

Level of Performance: Your written critiques of the teachers' performance should have covered the same **major** points as the model critiques. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Basic Reading: A Vocational Skill, pp. 7–18, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



Activity 1

Helping students to improve their basic reading skills should not be an "add-on" to your vocational-technical program. There are a variety of techniques for incorporating reading improvement into your regular instruction. For information on techniques you can use to help students improve their basic reading skills, read the following information sheet.

IMPROVEMENT TECHNIQUES AND STRATEGIES

There are numerous techniques and strategies you can use in your own vocational-technical program to give your students the specific reading help they need. You can teach students the technical vocabulary of your occupational area, so that they are not attempting to read words they do not know.

You can give students practical knowledge about reading and demonstrate practical reading tips. Reading games, word games, personalized instruction, and self-evaluation might all have their place in your program of assistance, along with practice and reinforcement of basic reading skills.

You also need to deal with your students' ability to handle your instructional materials. You won't further your aim of improving students' basic reading skills if you require them to read instructional materials that they can't comprehend.

If you find—either by comparing reading levels or by using some other procedure—that your instructional materials are written at too high a level for your students to use them, you should identify and, if possible, obtain other available materials written at the appropriate level.

A lack of money in your program or departmental budget may not allow you to purchase needed materials, however. Should that be the case, you may be able to develop alternate or supplementary materials that are appropriate for student use. Or, you may be able to use materials developed by other instructors in your department or vocational-technical area. If none of these options are practical, you will need to supplement the use of your instructional materials with other, nonprint materials and resources.

Let's look at these and other strategies and techniques in more depth.

Teach Technical Vocabulary

As you assign material for your students to read, you should identify vocabulary in each assignment that students must know. This includes **new** words that you have not previously taught. It also includes words that you have already taught but that are **essential** to an understanding of the present reading. Finally, it includes words that have one meaning in common usage and a **specialized meaning** in your occupational specialty.

There is a wide range of techniques available for you to use in teaching students the meaning of technical vocabulary: definitions, context, examples, common equivalents, real objects, models, pictures, and demonstrations.

Definitions. One technique for teaching vocabulary is to use definitions. These can be oral or written definitions. They can be definitions from the dictionary or ones that you adapt from the dictionary or develop yourself to meet your needs.

You might find it useful, in fact, to provide students with a glossary of terms and their definitions. You could develop this glossary yourself. Or you could have students develop their own glossaries throughout the program as you introduce new terms to them. This latter approach provides students not only with the definitions they need at the moment but also the skill to locate definitions of terms in the future, when you are no longer available.

Whether you use a definition straight from the dictionary, one adapted from the dictionary, or one newly developed depends on the situation. If the dictionary definition can be understood by all your students and meets your needs, it can be used. If, however, some students cannot understand the definition, you gain nothing by trying to use it. In the latter case, you should either adapt the definition or write a new one that is simpler and more exact.

Context. Another technique is to teach students to use context—the words or phrases surrounding a word—to determine the meaning of a word. Context clues can be used as long as the meaning of the word is apparent from the context.

For example, an information sheet on carpentry might contain the following sentence: "Miter joints, or joints made by cutting two pieces at an angle and joining them together, are commonly used." An information sheet on cooking techniques might say that "pan frying is cooking in a small amount of fat in a pan, griddle, or skillet." Here, the meaning of the term *miter joints* or *pan frying* is quite apparent from the rest of the sentence.

Context clues are not always that obvious. Nor are they always located that close to the term in question. Consider the following example:

> This particular product is highly *combustible* and, therefore, dangerous. Using this product in an area where workers are smoking or using welding equipment is asking for trouble. If the product should ignite, the fire should be extinguished using the following procedure.

Given the context clues in that passage, a reader can determine that *combustible* means easily ignited. Students need to be aware that such clues are often provided in the text. And they need to be taught how to locate these clues and use them to discover what new words mean.

Examples. Vocabulary can also be taught through the use of examples. While not usually used alone, this technique can be very helpful as a supplement to the use of definitions or context. For instance, in introducing the term *pan frying*, the instructor could supplement the definition provided in the context with examples of foods commonly fried—chicken, eggs, bacon, hash browns, and so on.

You can also have students give you examples to illustrate a definition. This not only serves to help clarify the definition but also tells you whether students understand the definition or not.

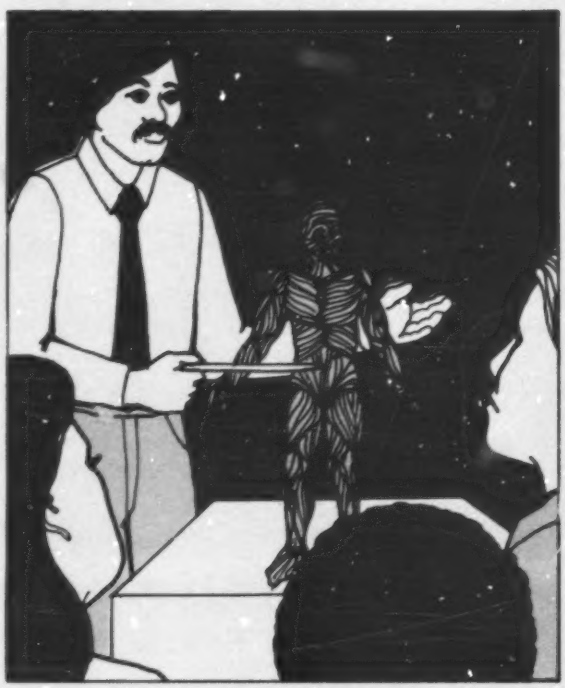
Common equivalents. If possible, you can give students common, everyday equivalents for technical terms. This technique may be of limited usefulness, since not every technical term has a common equivalent. But if equivalents do exist, using them can save you time and trouble. For example:

Technical Term	Common Equivalent
Skillet	Frying Pan
Plunger	Plumber's friend
Platen	Roller (of a typewriter)
Collander	Strainer
Hypodermic syringe	Needle
Biltmore stick	Cruise stick
Spackling compound	Patching plaster

Real objects. Another technique is to use real objects as examples. For instance, suppose you need to teach students the names of the various pieces of equipment and machinery in your laboratory. You can physically indicate each piece as you say its name. In other words, you can best tell students what a lathe or spatula is by showing them one.

Likewise, you can use real objects as examples along with definitions. In giving students the definition of the term *miter joints*, for example, the instructor could also point out real miter joints around them—perhaps in the wooden trim around doors and windows, or possibly in the construction of furniture or equipment in the classroom or lab.

Models. Similarly, you can use models to teach the meaning of vocabulary. A model is a three-dimensional, scale representation of a real object. A teacher might, for example, use a cutaway model of an engine to teach automotive vocabulary or a Visible Man or Visible Woman model to teach anatomical vocabulary. The use of a model allows you to show students exactly what the word you are teaching them means.



Pictures. If you don't have real objects or models, you can use pictures for teaching some vocabulary. They can be simple drawings that you make or that someone else makes for you, for this express purpose. You might also be able to use pictures or photographs from magazines, brochures, promotional materials, and so on. Magazine ads can be an excellent source of many different kinds of pictures.

Pictures are usually more suited to defining **objects** than to illustrating actions or procedures. It is easiest to find or draw a picture of an object. A picture of an action is often less clear-cut and more subject to misinterpretation. For example, it is relatively easy to find a picture of a tomato. You can use such a picture to teach the word *tomato* to students, with little chance of confusion.

But, if you are trying to teach the verb *slice*, you may run into problems. You might find a picture of a hand holding a knife, which is cutting through a tomato. But when you present your picture to illustrate the word, it might not be clear whether *slice* is the hand, the knife, the tomato, or the action of cutting.

Demonstrations. A more effective way to teach vocabulary related to actions or procedures is to give a demonstration. For example, a carpentry instructor can easily demonstrate how to *countersink* a screw or *set* a nail. Likewise, the best way to teach an office occupations class what the term *double-space* means is to show them. Similarly, *misting* a plant is more quickly and easily demonstrated than described.

There is no one best technique for teaching vocabulary to your students. Often your choice of technique is governed by factors beyond your control, such as whether you can find a model or picture illustrating a particular word or whether a particular text defines words adequately through context. You must choose your techniques according to each situation.

It is good to keep in mind, however, that you can profitably use more than one technique to teach a single term. In fact, it is often best to use a combination of words and objects or visuals. This allows students the opportunity to learn the same information through two different media.

You will no doubt be able to get additional suggestions and advice on teaching vocabulary by consulting with colleagues, such as teachers of reading, English, foreign languages, and communications.

Finally, you should follow these four rules for introducing vocabulary to your students:

- Present the word to students both orally and in writing. Say it aloud more than once so students can hear it clearly. Write it down—on the chalkboard or in a handout—so they can see how it looks. Have students repeat the word aloud several times and write it out themselves. This helps to fix the sound and spelling of the word in students' minds.
- Teach students what the word means. Do this by using one or more of the techniques already presented, according to the needs of the situation. Any technique is fine, as long as it works. Ensure that every student understands what the new word means before going on.

- Use the new word as often as possible in order to give students the chance to practice it. Use it yourself and have students use it. You can do this by asking them questions that require the use of the word in the answer, pointing to the real object and asking what it is, or giving them a definition and asking what word it fits.

  At this point, don't use any other new terms that mean the same thing—always stick to the one word you are trying to teach. Unless you are using common equivalents as a teaching strategy, it is best to avoid confusing students by introducing anything extraneous.

  Later, when you are satisfied that students have thoroughly learned the new word, you can introduce variations—synonyms, slang terms, and so forth. This will help students to function successfully in the world of work.

  But don't try to rush things initially. It is far better that students learn only a single, standard word for something—and learn that one well—than that they learn three different versions of it but learn those three poorly.
- Devise some permanent, visible reminder of the words you are currently teaching. For example, you could label objects in your classroom or lab. Or you could post a list of current vocabulary words on the bulletin board or chalkboard, along with definitions or pictures. A poster of terms and definitions could also be developed.

Provide Practical Reading Knowledge and Tips

If the material students are reading is printed in a way that gives the reader **clues about what is important,** you should point this out to your students. For example, a textbook might highlight new or important vocabulary in various ways. Words may appear underlined or in bold print, or they may be printed in the margin. New vocabulary for a chapter is sometimes listed on the first or last page of the chapter.

Other visual devices for highlighting key points may appear in commercial print materials. The introduction or summary of a chapter may be screened (as is done with the samples in this module). Chapter titles and subheadings should also be designed to inform the reader of the main topics of the section.

You can easily point out these reading aids to your students as you make reading assignments. They may seem too obvious to you to deserve mention, but you are probably a skilled reader already. A reader who is less skilled than you can benefit from knowing about these devices.

There are also some practical tips that you can pass on to your students to make the **reading process** easier for them. Some people find that it helps to focus their attention on what they read if they point as they read. They simply follow along with their finger to keep their eyes on track, so to speak. Others find it helpful to underline important points in the material. If they own their books, students might underline new vocabulary, key terms, or important topics and details.

You could also demonstrate to students how to use **preview skimming.** Preview skimming is a rapid reading of the material, in which the reader looks over the lines so fast that he/she can only pick out the most important points. Once students have skimmed and know the important points of the material, they can go back and read the material carefully, absorbing all the information. Preview skimming provides a framework for organizing and retaining all the detailed information the text includes.

You may know of other shortcuts and tips for making reading easier. Perhaps you use some of these yourself. If so, you should demonstrate these to your students as well. Practical techniques such as these are very helpful for unskilled readers, and they often help to make the process of reading less mysterious and threatening.

Use Reading Games

There are various reading games that you can use in your classroom or lab. Games have one advantage over other techniques for assisting students in achieving basic reading skills—they can be fun. They can make reading and the task of improving reading skills seem less of a chore. Reading games can give students the opportunity to practice their basic reading skills in a way that doesn't always seem like work.

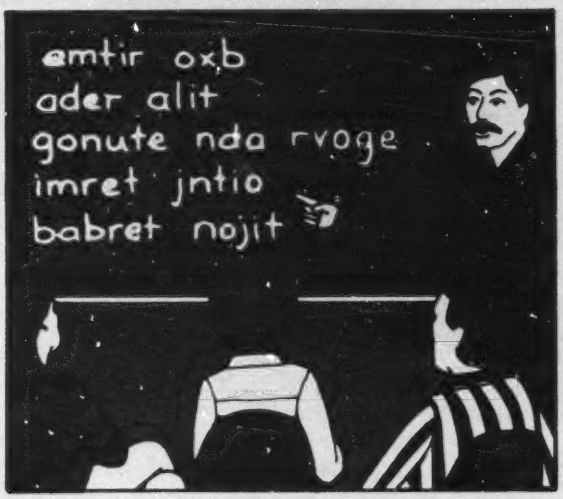
One well-known reading game is the **crossword puzzle.** You can develop your own crossword puzzles using technical vocabulary from your occupational specialty. You should use vocabulary your students know. The directions should be clear and simple, and the whole puzzle should be well produced and free of errors. Sample 5 shows a crossword puzzle using welding terms.

Another reading game, the **word search,** also provides the opportunity to practice technical vocabulary. A basic word search consists of numerous rows of apparently random letters, among which words are hidden. The words may appear vertically, horizontally, or diagonally, but each word must appear in a straight line, without changing directions (e.g., from vertical to horizontal). Students search for the hidden words and circle the ones they find.

Sample 6 illustrates a word-search game using terms from health occupations, with one of the terms circled. In this version of the word search, students first match the terms with definitions and then find them in the puzzle. You can also use word-search games that contain just a list of words to look for and the rows of letters. Matching the terms with definitions is an optional activity to give students additional practice in using technical vocabulary.

A variation of the word search that you can also use is the **word maze.** A word maze contains fewer rows of letters, with fewer letters per row. Students are not given a list of words to look for. Instead, they list all the words they can find. They can move in any direction and can change directions within a single word. Sample 7 shows a word maze, with a fuller explanation of how to locate words within the maze.

Another easy game for students is the **word scramble.** A word scramble is nothing more than a list of words, with the letters in the individual words out of order. Students look at each group of letters and unscramble them to find the word. Sample 8 shows a completed word scramble using typing terms.



Another version of the word scramble, using automotive repair vocabulary, is illustrated in sample 9. In this version, students write the solution for each scramble in the numbered blanks next to the scramble. When they have unscrambled all the words, they copy selected letters, according to the numbers in the bottom row, to make up another word or phrase. The sample shows the completed word scramble.

A final game you might use is the **directions game.** In this type of word game, shown in sample 10, students start with a given word. They then follow a sequence of directions for adding, dropping, or rearranging letters in order to arrive at a different word. You will notice that the sample includes directions for the game, a complete example of how to play the game, and finally, the game itself.

Introduce Reading Assignments

When you assign materials for your students to read, you should always introduce the reading assignment to them. This is true whether the assignment is a two-page information sheet that you developed or an entire chapter in a textbook. For students to derive the most benefit from the reading, they need to know several things.

First, students should know **what** they are reading. Does this assignment provide a broad, general picture of a particular topic, or a detailed treatment of one small point? What are they supposed to retain from the reading—main points and important details or a lot of minor details?

Second, students need to know **why** they are going to read this assignment. How does this topic fit into what they did yesterday in your program and what they are going to be doing tomorrow? How does the topic relate to the world of work?

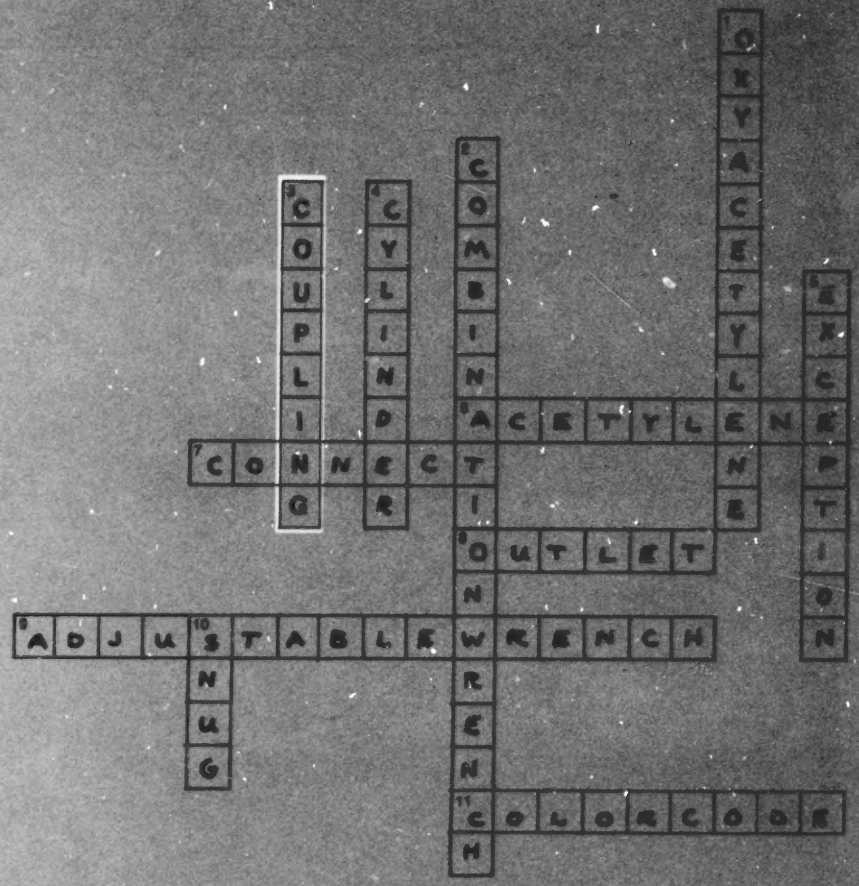
This information (what and why) may seem very obvious to you because you already know the answers to both questions. However, if a teacher gives out an information sheet, for example, on the various kinds of wrenches and their uses, that teacher should remember that some of the students may not know that there are different kinds of wrenches, much less that each kind is best suited to a particular kind of job. You can motivate your students to read carefully and conscientiously by sharing this kind of information with them.

As you assign reading to your students, you should also keep in mind the length and difficulty of the assignment. A reading assignment should not be too long. For students with a low level of basic reading skills, one or two pages may be more than enough at one time. It is often better to assign students numerous shorter readings than to assign one long reading in which they can get thoroughly lost and confused. Another good rule is that the more difficult the reading, the shorter the assignment should be.

SAMPLE 5

CROSSWORD PUZZLE

Directions: In the columns labeled DOWN and ACROSS beneath the puzzle, you will find clues for the words that fit into the puzzle. The number for each clue tells you where to put the answer in the puzzle. For example, the answer for 3 DOWN, which is completed for you, starts in the block under the 3 and fills up all the blocks beneath the 3. One hint: if you count the blocks, you know how many letters are in the answer. Some answers contain more than one word.



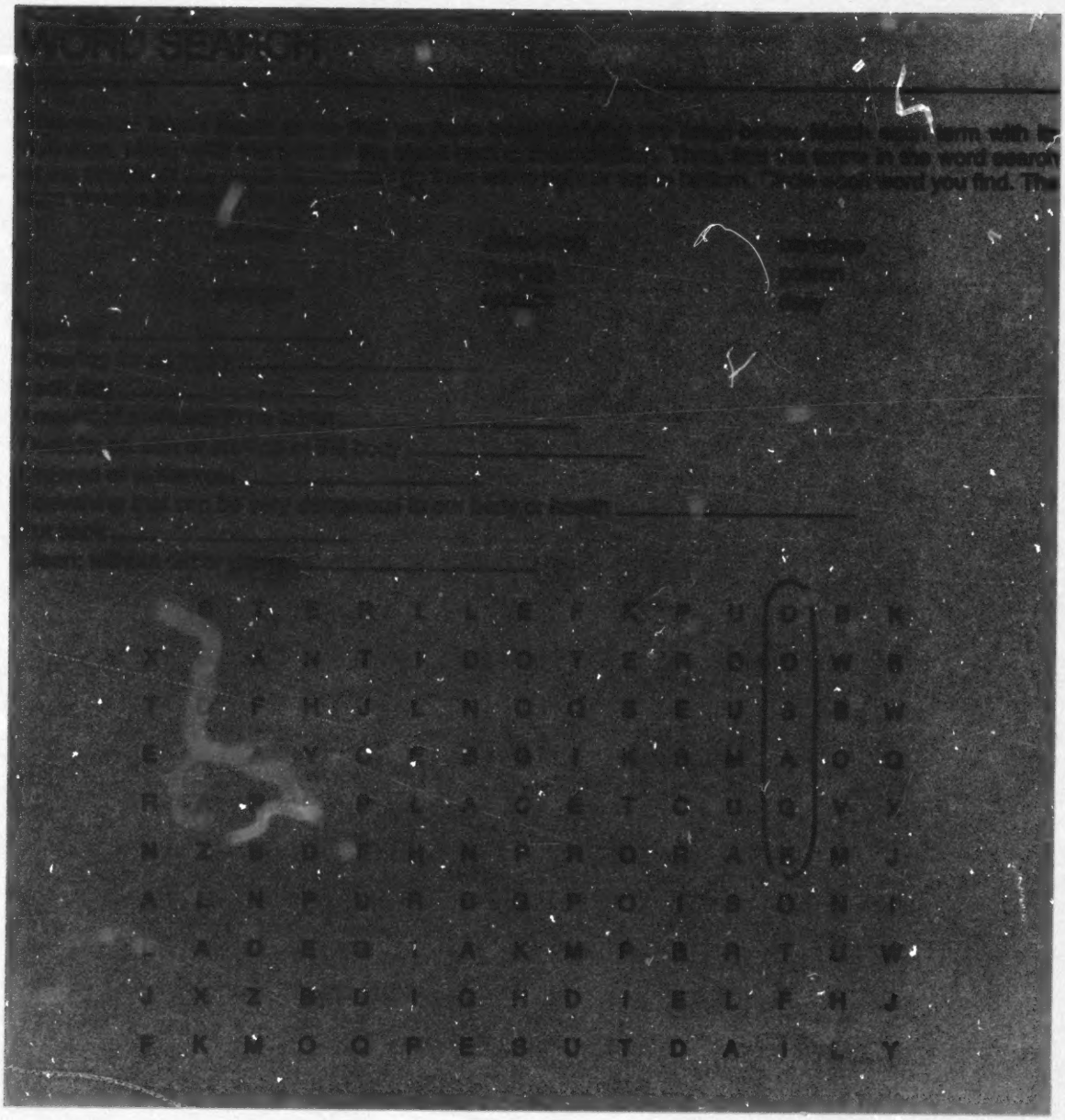
DOWN

1. Shortened name for gas-welding process
2. Used to tighten fittings
3. A joining together
4. Used to contain gases
5. Something omitted
10. Tight

ACROSS

6. Gas composed of carbon and hydrogen
7. To join or fasten together
8. Passage for letting something out
9. Correct name for crescent wrench
11. One means used to identify different types of electrodes

SAMPLE 6



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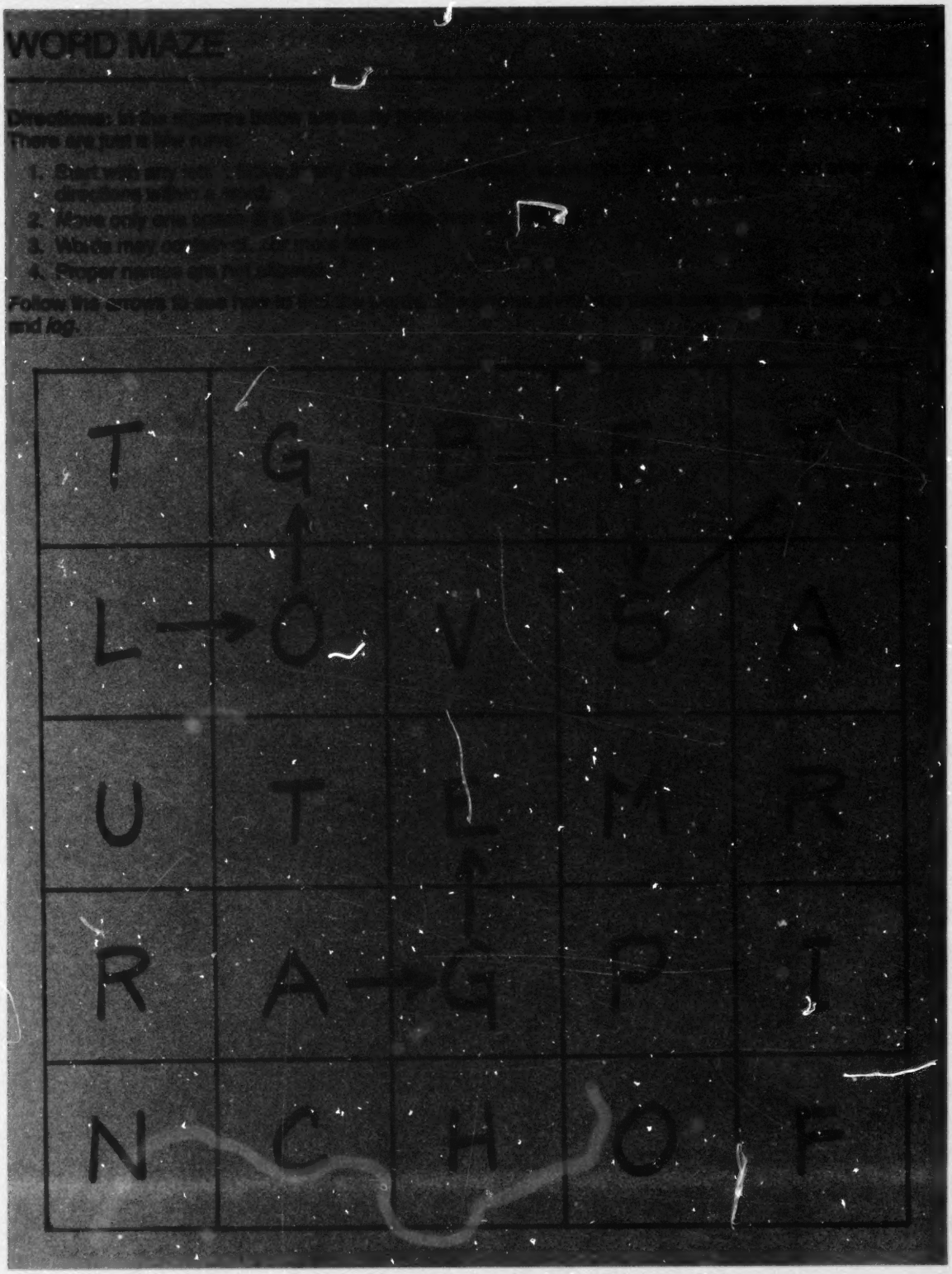
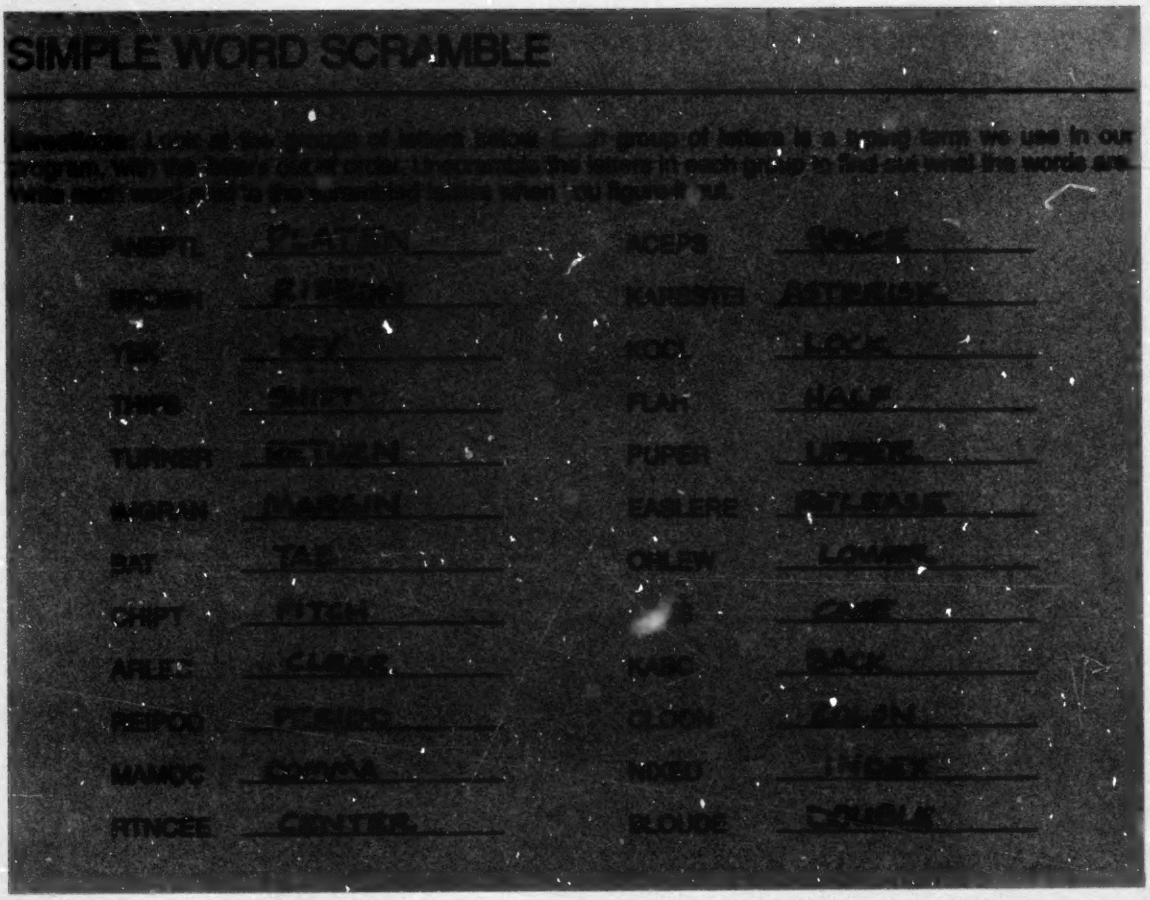
SAMPLE 7



SAMPLE 8



SIMPLE WORD SCRAMBLE

Directions: Look at the groups of letters below. Each group of letters is a spelling term we use in our program, but they are out of order. Unscramble the letters in each group to find out what the words are. Write each word on the line provided. Have fun figuring it out.

ANEPTI	PLAITN	ACEPS	SPACE
BROSH	B I R D S	KAPESTEI	ASTERISK
YEK	KEY	KOCL	LOCK
THPS	SHIFT	FLAF	HALF
TURNER	RETURN	PUPER	UPPER
MORNN	M A R G I N	EASLERE	E R A S E
BAT	TAB	ORLEW	L O W E R
CHIPT	P I T C H		C A P S
ARLEC	C L E A R	TASC	S A C K
REPOD	P E R I O D	CLOON	C O L O N
MAMOC	C O M M A	WOED	T H R E E
RTNCEE	C E N T E R	BLOUDE	D O U B L E

SAMPLE 9

WORD SCRAMBLE II

Directions: Look at the groups of letters below. Each one is a word we use in our automotive repair program, with the letters out of order. Unscramble the letters in each group to find out what the words are. Write out each word when you unscramble it, putting one letter in each blank next to the scrambled letters. Don't pay any attention to the numbers below the blanks for now.

ALTERNU	N	E	R	T	E	A	L		FLAINDOM	M	A	N	I	F	O	L	D
	1	2	3	4	5	6	7			56	57	58	59	60	61	62	63
KREAB	B	R	A	K	E				BTLE	B	E	L	T				
	8	9	10	11	12					64	65	66	67				
UHLCCT	C	L	U	T	C	H			PLEAD	P	E	R	A	L			
	13	14	15	16	17	18				68	69	70	71	72			
CBIKLO	B	L	O	C	K				FLRTE	F	I	L	T	E	R		
	19	20	21	22	23					73	74	75	76	77	78		
ELVVA	V	A	L	V	E				DAIC	A	C	I	D				
	24	25	26	27	28					79	80	81	82				
FNA	F	A	N						PINTOS	P	O	I	N	T	S		
	29	30	31							83	84	85	86	87	88		
EYTARTB	B	A	T	T	E	R	Y		KARPS	S	P	A	R	K			
	32	33	34	35	36	37	38			89	90	91	92	93			
TROOR	R	O	T	O	R				AGERS	G	E	A	R	S			
	39	40	41	42	43					94	95	96	97	98			
DEEHAR	H	E	A	D	E	R			SGEAKT	G	A	S	K	E	T		
	44	45	46	47	48	49				99	100	101	102	103	104		
GINNEE	E	N	G	I	N	E			NOPITS	P	I	S	T	O	N		
	50	51	52	53	54	55				105	106	107	108	109	110		

More Directions: Below are some more blanks with numbers below it, too. These numbers are the same as some of the numbers above. Fill in each blank by looking in the blanks above and finding the letter you put in the blank with the same number. If you unscrambled the words above correctly, you will have the names of two kinds of cars you might work on someday.

C	H	E	V	R	O	L	E	T	&	C	H	R	Y	S	L	E	R
22	44	77	27	9	42	92	50	87		13	18	92	38	101	14	12	43

SAMPLE 10

Supplement Reading Assignments

You may determine that some of your instructional materials are written at a level that is too high for some of your students. Yet you may not be able to go out and obtain a whole new set of materials written at a level appropriate for students' present reading levels. At the same time, it would be counterproductive to try to make students read materials that are simply beyond their capacity. Students who get nowhere, no matter how hard they try, usually become discouraged.

It might be possible for you to rewrite materials at a lower reading level, using simplified language and sentences that students with lower reading levels could understand. Another way to help students acquire the information presented in such materials is to develop alternate or supplementary materials for students to use with the original materials. Such materials can be designed to enable students to acquire the information they need and, at the same time, work on improving their basic reading skills.

You could, for example, make **audiotapes** of reading assignments. If necessary, students could listen to the audiotapes instead of reading the materials from which they are taken. A better approach is for students to listen to the tapes while reading the material. This second approach gives them the opportunity to practice their word and sentence comprehension skills.

Similarly, you might be able to make a **videotape** showing a process or technique described in a reading assignment. Students could view the videotape—in addition to reading the material—in order to ensure comprehension.

You can also add **illustrations** to help students understand the content of materials. An information sheet on the functions of the various keys on a typewriter keyboard would be even more informative if the instructor added an illustration of the keyboard with the different keys labeled. Students could then refer to the illustration as they read.

Another possibility is to add **vocabulary sections** to your reading assignments. These sections could present definitions and illustrations of new and important technical vocabulary contained in the reading. Students could review the definitions and illustrations before beginning to read and refer to them as necessary while reading.

Students can also use **flash cards** to supplement their work in vocabulary building. You can provide flash cards of different types, depending on your students' needs. Cards could contain only technical vocabulary, vocabulary plus pictures, or pictures on the front and vocabulary on the back.

You might develop such supplementary or alternate materials yourself, if you have the time and skill. You may also be able to involve students in developing these materials. Doing so would, in fact, serve as practice for students in using basic reading skills. There might also be professional staff in your school (e.g., media specialists), aides, or volunteers who can be of help in this task.

Another way to help students cope with difficult instructional materials is to change the way they use them. Usually, we think of reading as an individual activity, each student reading the assignment alone. Reading can, however, be a group activity.

You can, for example, pair students for **peer teaching** in reading activities. If a good reader works with a weaker reader, the good reader can read aloud while the other reads along silently. Or, the weaker reader can read aloud with the help of the other. You will find that both students benefit from the additional exposure to reading that they receive in this peer-teaching situation.[2]

There may be other people—perhaps professional or volunteer **aides**—who can work with students having low basic reading skills. The pair would function in the same way as in peer teaching. You might also be able to use **tutors** who can devote the extra time to practice that students may need to achieve basic reading skills.

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2. To gain skill in employing peer-teaching strategies, you may wish to refer to Module C-4, *Direct Students in Instructing Other Students.*

Individualize Reading Help

The help you offer each student in achieving basic reading skills should be exactly the help that the student needs. You should individualize your program of assistance, involving each student in activities designed to achieve his or her own goals.

This does not mean that you need to design different activities for each student. It means that you should be aware of each student's needs. Then you can group together students with similar needs and goals and provide them with the type and quantity of materials and activities they require.

Some students may need a lot of practice, starting at a very basic level, while others may only need a little at a higher level. Students who are skilled at reading and comprehending words, for instance, probably do not need and will not benefit from intensive practice in word comprehension.

When providing supplementary materials, care should be taken to avoid making them seem like extra work. Sometimes it is best to tell students about specific supplementary materials you have that can help them, rather than assigning extra materials that they have to use. Extra work assignments seem like punishment to some students.

If some of your students are working with reading specialists, you should give the specialists specific input about individual students. A specialist will need to know from you what basic reading skills individual students need for their specific occupational goals. A specialist may want a lot of technical vocabulary and course materials for one student and less for another.

Provide Practice and Reinforcement

You can provide students with opportunities to practice and reinforce the basic reading skills they are achieving by using the materials and activities that are part of your reading assistance program. For example, students can use the new vocabulary they are acquiring as they read assigned or supplementary materials.

Perhaps an even better way of providing practice for students is to locate and make available reading materials on students' special vocational interests. The student in automotive mechanics who is an avid antique car buff might balk at the textbook but jump at the opportunity to read magazines on antique cars.

You don't need to spend money for such materials. You can locate them in the library in your institution or community. You can bring in magazines that you happen to have at home and ask other teachers and students to do the same. You will probably find articles in the newspaper that you could cut out for students to read.

An excellent means of providing reinforcement of students' basic reading skills is to encourage students to self-evaluate. One method is to provide comprehension exercises for students to use with the materials you assign. Students can read the material and then do the exercise to check their comprehension of it.

Some textbooks have such exercises for each chapter or section, which you could encourage students to use. You can also develop short, simple comprehension exercises of your own. These need not be sophisticated. The object of the exercises is not to produce immortal prose, but rather to provide an aid and focus for students to use while reading.

You might simply take a reading assignment and add to it written notes or questions to help the student focus on key points, define the necessary words, and so on. Be sure to use clear, simple directions, sentences, questions, or definitions.

As students' reading skills improve, you can gradually make the exercises more difficult. This allows and encourages students to develop the capacity to read independently. Your ultimate goal, after all, is to help your students improve their basic reading skills so that they don't need you to walk them through every reading task.

Thus, you could start with exercises that are merely notes to remind students of the key vocabulary or main points of the material. These notes should contain the same simple straightforward information you present in your in-class preview. The vocabulary review in sample 11 illustrates an exercise at this first level of difficulty.

Then, you could graduate to exercises that contain simple questions instead of notes. The questions should be of an objective nature (e.g., multiple choice, completion, true-false, matching) and maintain the same focus as the notes in easier exercises. Sample 12 illustrates an exercise at this second level of difficulty.

SAMPLE 11

VOCABULARY REVIEW

The Typewriter Keyboard

Directions: As you read the information sheet, "The Typewriter Keyboard," use this illustrated list of definitions to remind yourself what each key is used for.

TAB: Moves the carriage quickly one or more spaces across the keyboard to a position of your choosing.

SYMBOL KEYS: Print individual letters, numbers, symbols.

BACK SPACE: Moves carriage back one space without printing anything.

RETURN: Moves the carriage back to the left margin and rolls the paper up to the next line.

SHIFT LOCK: Holds the SHIFT key down to print all capital letters.

SHIFT: Is used to print capital letters (A) instead of lowercased letters (a).

SPACE BAR: Moves the carriage forward one space without printing anything.

SAMPLE 12

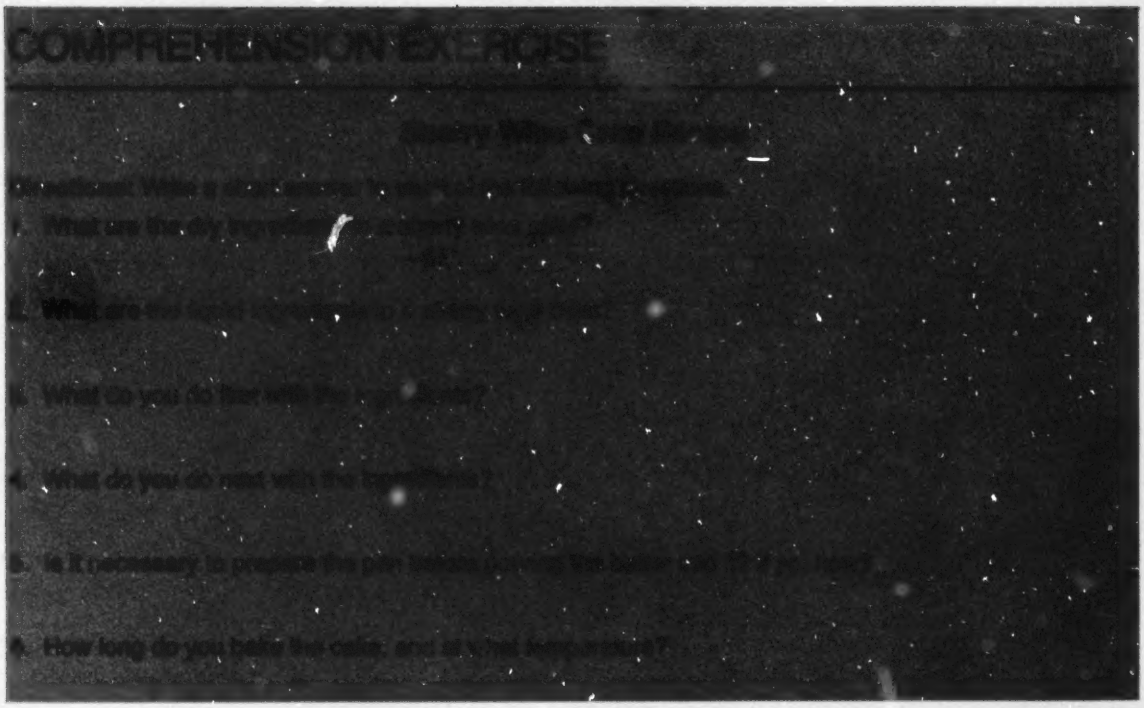
COMPREHENSION EXERCISE

Quantity Production of Scrambled Eggs

Directions: Answer the following questions by referring to the information sheet and writing the correct number in the blank.

1. To serve three people, you should use _____ eggs.
2. To serve twelve people, you should use _____ eggs.
3. To serve thirty-one people, you should use _____ eggs.
4. To serve one person, you should use _____ eggs.

SAMPLE 13



Once students have shown they can handle the easier questions, you could move on to exercises using more difficult ones. These would be short-answer questions, requiring an answer of one word, a short phrase, or a short sentence. Sample 13 illustrates an exercise at this level of difficulty.

If you use exercises for developing students' comprehension of written directions, you might be able to use a model product against which students can evaluate the results of their own efforts. For example, in a cabinetmaking program, the instructor could develop written directions for making a miter joint. Assuming that students already know how to use the necessary tools and machinery, they could follow these directions to make a miter joint. They could then compare their own products with the model provided.

If your activity using written directions does not end in a product but focuses on a process, you might videotape a demonstration of the process. Students could then view the videotape and compare the process, as they performed it, with the model demonstration.

Select a **short reading** that you could assign to students in a program that you are or will be teaching. The reading may consist of (1) commercially prepared materials (e.g., a portion of a textbook, operation manual, or learning activity package), (2) materials you have developed for student use (e.g., an information sheet), or (3) samples of materials students would be expected to use on the job (e.g., job sheets, operation sheets, customer orders, or correspondence).

For the assignment you have selected, develop the following materials that students could use in improving their basic reading skills:

- A reading game to provide practice in the use of key vocabulary in the reading assignment
- A vocabulary review for students to use as they read the assigned material
- A comprehension exercise for students to use in evaluating their comprehension of the assigned material

After you have developed materials that students could use in improving their basic reading skills, use the Materials Checklist, p. 41, to evaluate your work.

NOTES

MATERIALS CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

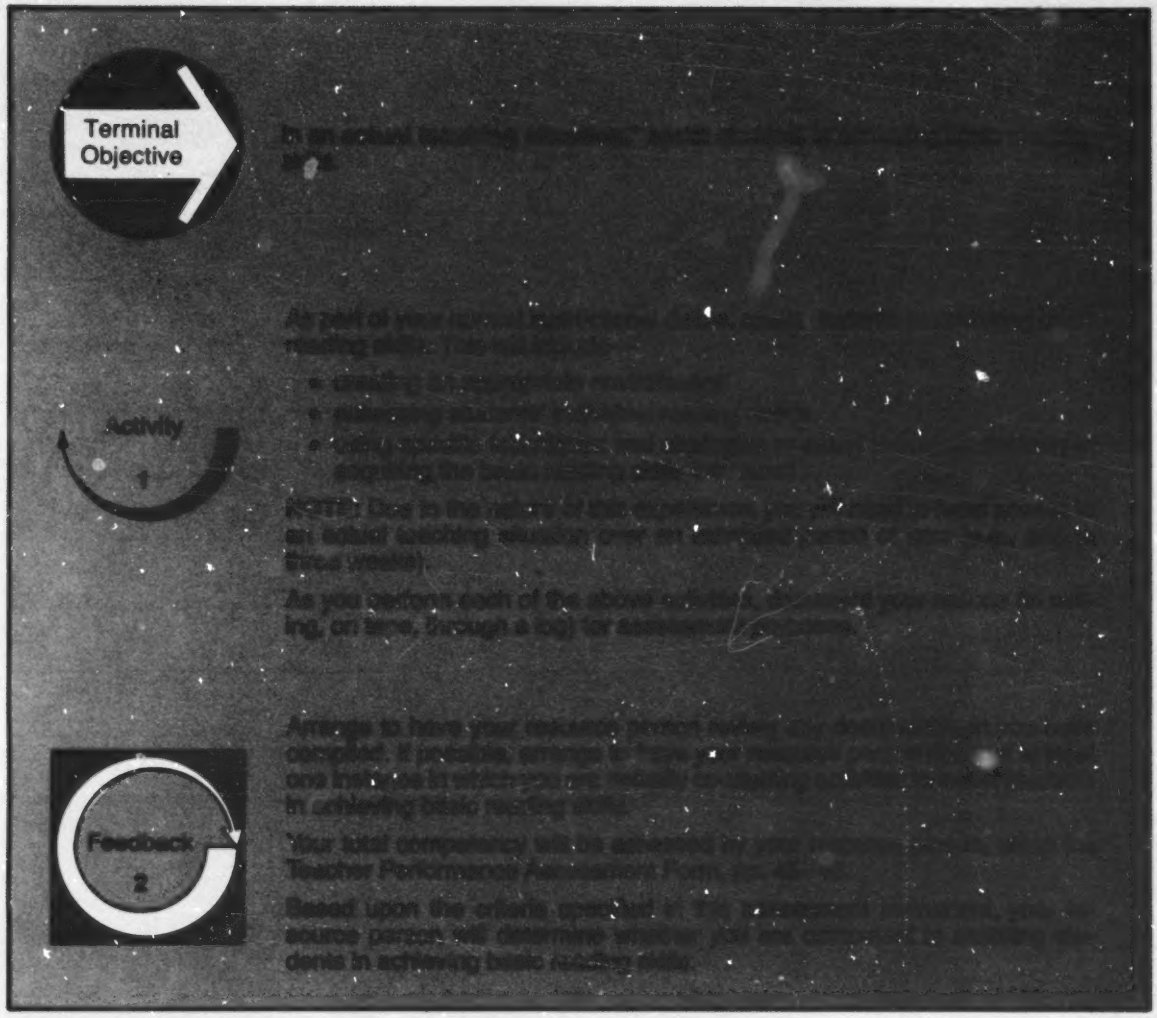
	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
Your vocabulary review:				
1. presented key vocabulary contained in the assigned reading.....	☐	☐	☐	
2. provided clear and simple definitions of vocabulary	☐	☐	☐	
3. contained illustrations of vocabulary, as appropriate.....	☐	☐	☐	
4. was free of grammatical errors and typing errors	☐	☐	☐	
5. was neatly and attractively reproduced.....	☐	☐	☐	
Your comprehension exercise:				
6. focused on key points and important details of the assigned reading	☐	☐	☐	
7. was written in clear and simple language	☐	☐	☐	
8. required students to demonstrate comprehension of the assigned reading	☐	☐	☐	
9. was free of grammatical errors and typing errors	☐	☐	☐	
10. was neatly and attractively reproduced.....	☐	☐	☐	
Your reading game:				
11. provided practice in the use of key vocabulary contained in the assigned reading.....	☐	☐	☐	
12. contained clear and simple directions	☐	☐	☐	
13. was free of grammatical errors and typing errors	☐	☐	☐	
14. was neatly and attractively reproduced.....	☐	☐	☐	

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Improvement Techniques and Strategies, pp. 24–38, revise your materials accordingly, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE



*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Assist Students in Achieving Basic Reading Skills (M-1)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In creating an appropriate environment, the teacher:						
1. presented basic reading skills improvement in a positive manner	☐	☐	☐	☐		
2. ensured that the physical environment of the classroom or lab was conducive to reading	☐	☐	☐	☐		
3. demonstrated a positive attitude toward reading	☐	☐	☐	☐		
4. emphasized the positive benefits of doing assigned reading	☐	☐	☐	☐		
5. motivated students to improve their basic reading skills by:						
a. informing students of the need for basic reading skills in the world of work	☐	☐	☐	☐		
b. acquainting students with reading as a prerequisite for advancement in the world of work	☐	☐	☐	☐		
c. using students' special vocational interests to create interest in reading and reading skills improvement	☐	☐	☐	☐		
In assessing students' individual reading needs, the teacher:						
6. determined occupational reading requirements by:						
a. reviewing the occupational analysis or competency profile for individual students' chosen career goals	☐	☐	☐	☐		
b. reviewing his/her personal experience to identify likely reading requirements for the service area	☐	☐	☐	☐		
7. encouraged individual students to achieve basic reading skills beyond occupational requirements, as appropriate	☐	☐	☐	☐		
8. identified students with possible reading problems	☐	☐	☐	☐		

	N/A	No	Poor	Fair	Good	Excellent
9. obtained accurate, up-to-date, reliable information on individual students' reading skills and levels by:						
a. consulting qualified professionals in his/her own school or college (e.g., counselors)	☐	☐	☐	☐	☐	☐
b. consulting students' cumulative records	☐	☐	☐	☐	☐	☐
c. obtaining correct interpretation of information on reading skills in cumulative records	☐	☐	☐	☐	☐	☐
d. performing his/her own assessment of students' reading skills and problems, as necessary	☐	☐	☐	☐	☐	☐
In using specific techniques and strategies, the teacher:						
10. taught necessary technical vocabulary using appropriate techniques and materials	☐	☐	☐	☐	☐	☐
11. demonstrated practical reading knowledge and tips to students	☐	☐	☐	☐	☐	☐
12. used reading games	☐	☐	☐	☐	☐	☐
13. introduced reading assignments	☐	☐	☐	☐	☐	☐
14. provided supplementary and alternate materials for student use with reading assignments	☐	☐	☐	☐	☐	☐
15. used small groups/pairings for reading activities	☐	☐	☐	☐	☐	☐
16. individualized his/her program of assistance for each student	☐	☐	☐	☐	☐	☐
17. provided materials and input to reading specialists working with individual students	☐	☐	☐	☐	☐	☐
18. provided opportunities for practice and reinforcement of basic reading skills	☐	☐	☐	☐	☐	☐
19. assisted students in evaluating their own comprehension and progress in skills improvement	☐	☐	☐	☐	☐	☐
20. provided reviews and comprehension exercises for student use	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module.

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart
- C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

- G-1 Develop a School–Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up to Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal–Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

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